

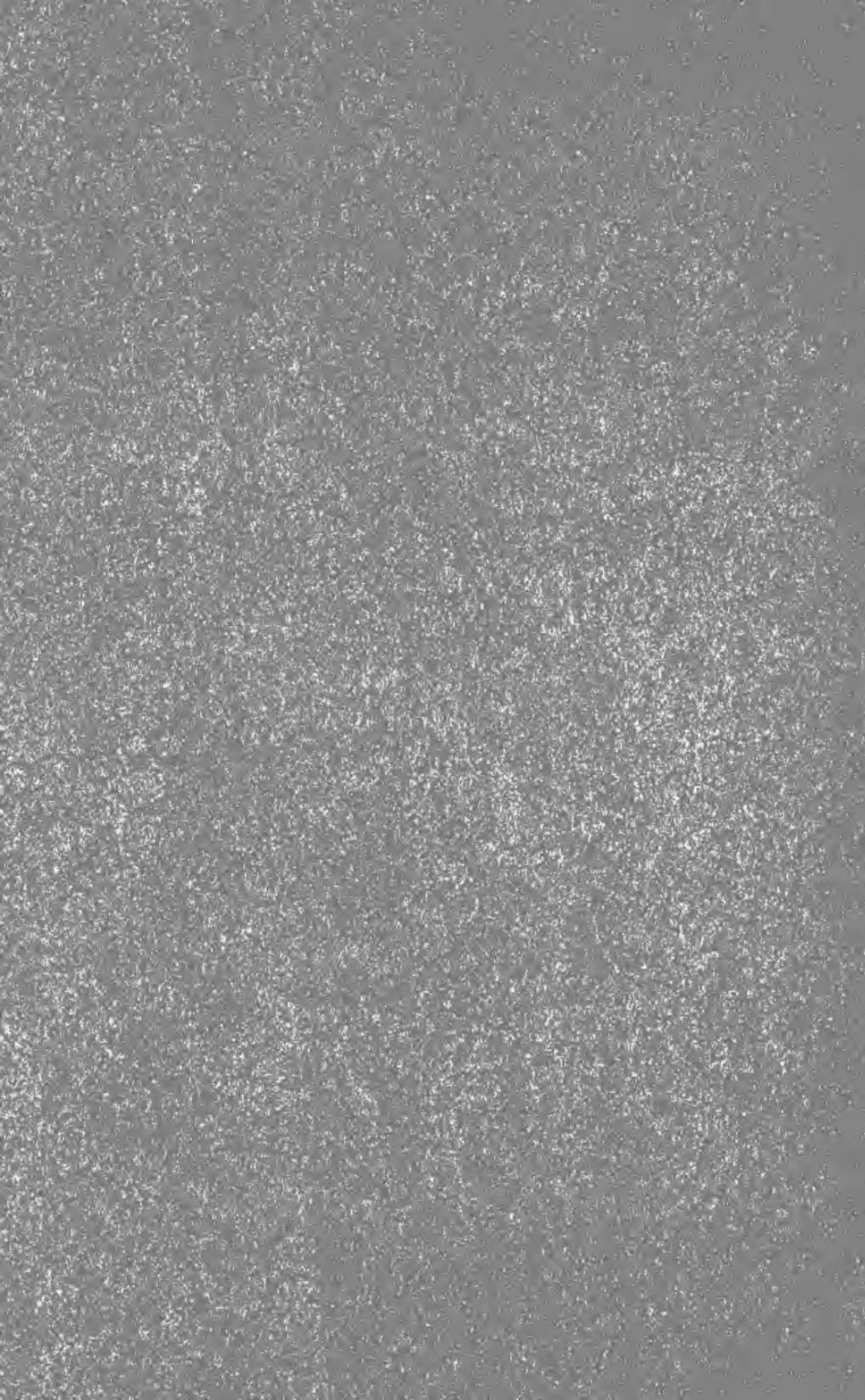
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ANNUAL

SCHOOL
REPORT



HOUSTON, TEXAS
1900-1901



ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

--OF--

The Independent School District

--OF--

HOUSTON

1900-1901.

"I look to the diffusion of light and education as the resource most to be relied upon for ameliorating the condition, promoting the virtue and advancing the happiness of mankind."—Thomas Jefferson.

**HOUSTON, TEXAS.
W. R. Morin Printing Co., 109 1-2 Main St.
1901.**



BOARD OF SCHOOL TRUSTEES.

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JAMES CHARLTON.....PRESIDENT.
W. H. LIGHTHOUSE.....VICE-PRESIDENT.
S. E. TRACY.....SECRETARY.
J. J. SETTEGAST.....TREASURER.
ANDREW DOW. A. C. ABELL
E. B. H. SCHNEIDER.

STANDING COMMITTEES.

FINANCE -Andrew Dow, S. E. Tracy, E. B. H. Schneider.
TEACHERS AND COURSE OF STUDY--J. J. Settegast, A. C. Abell
S. E. Tracy, E. B. H. Schneider, Andrew Dow.
RULES, GRIEVANCES AND COMPLAINTS--J. J. Settegast, Andrew
Dow, S. E. Tracy.
SCHOOL PROPERTY, PURCHASE AND REPAIRS—W. H. Light-
house, A. C. Abell, J. J. Settegast, E. B. H. Schneider.

W. W. BARNETT, Superintendent.

BOARD OF EXAMINERS.

W. W. BARNETT, CHAIRMAN.
F. H. ALBERT, SECRETARY.
T. J. PATTILLO.

DIRECTORY.

SUPERINTENDENT'S OFFICE.

Rooms 1 and 2, High School Building. Office hours: Fridays, 11 a. m. to 12 m. Other school days, 3 to 4:30 p. m.

REGULAR MEETINGS OF SCHOOL BOARD.

The first Tuesday in each calendar month, at Room 4, High School Building.

TEACHERS' MEETINGS.

Institutes—The fourth Saturday in each scholastic month, 10:30 a. m., in Assembly Hall, High School.

Principals' Meetings—The first Monday in each scholastic month, at 4 p. m., in Room 4, High School.

Schoolmaster's Round Table—The second Friday in each scholastic month, at 7 p. m., in Room 4, High School.

GRADE MEETINGS.

First Grade—The third Monday in each scholastic month, 3:00 p. m., in Room 6, High School.

Second Grade—The third Tuesday in each scholastic month, 3:00 p. m., in Room 7, High School.

Third Grade—The third Wednesday in each scholastic month, 3:45 p. m., in Room 8, High School.

Fourth Grade—The fourth Monday in each scholastic month, 3:50 p. m., in Room 9, High School.

Fifth Grade—The fourth Tuesday in each scholastic month, 3:50 p. m., in Room 5, High School.

Sixth Grade—The fourth Wednesday in each scholastic month, 3:50 p. m., in Room 10, High School.

Seventh Grade—The third Monday in each scholastic month, 3:50 p. m., in Room 17, High School.

Supernumeraries—The second Tuesday in each scholastic month, 3:30 p. m., in Room 5, High School.

German Teachers—The third Tuesday in each scholastic month, 4 p. m., in Room 6, High School. Special meetings at call of the Director.

High School Teachers—The second week in each scholastic month, 3:10 p. m., in Room 20, except Modern Languages, in Room 22. English, Monday; History, Tuesday; Mathematics, Wednesday; Science, Thursday; Ancient Languages, Friday; Modern Languages, Friday.

MEETINGS FOR COLORED TEACHERS.

Institutes—The fourth Saturday in each scholastic month, 9:00 a. m., in Room 8, High School.

Principals' Meetings—The first Tuesday in each scholastic month, 4:00 p. m., in Room 2, High School.

Grade Meetings—The first Friday in each scholastic month, 4:15 p. m., in colored High School.

LETTER OF TRANSMITTAL.

HOUSTON, TEXAS, August 30, 1901.

To the Board of School Trustees.

Complying with custom and rule 4 of the By-Laws, I take pleasure in presenting our Superintendent's annual report of the efforts made by the faculty and students under his control during the past year and the results—results that speak well for the harmony and interest prevailing at the present time in our schools, as shown by the remarkable statement that out of a total net enrollment of 6790 pupils there was not a single expulsion, and but two actual suspensions for the entire past term. I ask a close scrutiny of Superintendent Barnett, in his report and recommendations, feeling that not only members of the Board, but the supporters of our schools and all others interested in their welfare will be amply repaid for the time consumed.

The past has been laden more than ordinarily with events adversely affecting our school work. First came the never-to-be-forgotten storm of September 8, unroofing and otherwise damaging every one of our buildings. Yet we went to work with a will to restore them, and our opening day was deferred but one week. The loss of the Fannin school building entailed but the loss of a single day, and is now ready to be occupied. In the early part of this year an effort on the part of one or two members of the City Council was made to hamper our work by resolutions and otherwise, and to prevent the payment to the Board of its portion of funds provided in the year's budget. It met the fate it deserved, but I am pleased to say that the mayor and a majority of the Council have done all in their power to assist the Board in carrying out its work and meeting obligations to teachers and others. I have reason to believe that the city finances the coming year will be such as to enable the Council (for I know it is their desire) to so provide the funds that the Board will not have to keep teachers and janitors out of their money a day longer than is necessary to prepare the rolls. I feel that I but

express the Board's gratification at the Council's submission of the bond question to the voters, and also the Board's appreciation for the confidence of the taxpayers in them, as shown by the vote for school bonds, and I can promise an early effort to increase our room capacity.

Your effort to comply with promise made to give free books has met with general commendation in the past, as will also your further action which will bring the free books up to and including the Fourth grade this year.

I cannot close without expressing the hope, not new with me, but expressed by former Presidents of the Board, that the time will come, and it cannot come too soon, when we will be provided with buildings and funds sufficient so that we can lower the scholastic age of admission, and take in children, if not at 6, certainly at 7 years of age. There is much more to be said in its favor than I can embody in this brief letter.

Houston is a commercial and manufacturing city, with a promise of future growth out of all proportion to its past. This will mean an ever increasing ratio of mechanics and laboring people, and but a small per cent of whose children ever get through the High School, especially their boys. They have not the years to spare to complete the course, and must go to work at 16. Many do so before that age, and so by lowering the age of admission you will increase many-fold the number of graduates, and hearts that in after years will reward you with grateful remembrance.

In addition to youths to be benefited, I am sure you will relieve many a parent from the necessity of telling an untruth themselves and of teaching their children to be untruthful by having them tell the teacher they are older than the record would show, in order to get them in the school and obtain its benefits before they are entitled to the same.

There are three branches of modern education entirely lacking in our system, but in use outside of our State and in a few instances inside the State, namely, the kindergarten for the younger children, the technical or industrial, to fit our youth (other than professionally inclined), for the battle of life, and lastly, domestic science, which would prepare our daughters the better to fill their place in home life. A better opening could not be provided

for the well-to-do and philanthropic citizen to bestow a benefit upon his city and its people, and hand his name down to posterity, followed by the epitaph, " 'Twere better for mankind were there more like him," than to apply his wealth to further education on these lines.

Respectfully submitted,

JAMES CHARLTON,
President of the Board.

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6th /
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REPORT OF THE SUPERINTENDENT.

OFFICE OF THE SUPERINTENDENT OF SCHOOLS.
HOUSTON, TEXAS, August 31, 1901.

To the Honorable Board of Trustees of the Houston Public Schools.

GENTLEMEN:—In accordance with the regulations of your honorable body, I respectfully submit the following report concerning the public schools of this city for the session of 1900-1901:

STATISTICS.

I. Population and Scholastic Census.

Population of the City of Houston [last U. S. census].....	44,633
Total number of white children within scholastic age.....	5,553
Total number of colored children within scholastic age.....	2,939
Number of children, white and colored, within scholastic age (1900-1901)	8,492
Scholastic age upon which census is based.....	8 to 17
Scholastic age of the City of Houston.....	8 to 19

II. Valuation, Number of Rooms Owned and Rented, and Seating Capacity of the Schools, 1900-1901.

WHITE SCHOOLS.

Name of School.	—City Property—			—Rented—	
	No.	No.	Valuation.	No.	No.
High School	790	20	\$155,500	....	....
Longfellow	336	7	16,000	....	....
Fannin	650	12	65,000	....	....
Taylor	341	7	15,000	....	....
Dow	336	7	15,000	48	1
Hawthorne	378	7	28,200	....	....
Hamilton	540	10	23,200	153	3
Elysian	334	6	27,000	172	3
Cascara	394	8	30,100	108	2
Totals	4099	81	\$375,000	433	9

COLORED SCHOOLS.

First Ward.....	102	2	\$3,600	....	....
Second Ward.....	324	6	5,000	....	....
Douglass	243	5	9,200	....	....
Sixth Ward.....	117	2	3,500	....	....
Fifth Ward.....	216	6	4,400	108	2
High School.....	432	8	30,450	270	5
Totals	1432	26	\$55,250	378	6
Grand Totals.....	5533	107	\$430,250	811	14
Scholastic population 1900-1901.....				8,492	
Scholastic population 1901-1902.....				8,942	

SUMMARY OF ENROLLMENT, ATTENDANCE, TARDINESS AND PROMOTIONS, 1900-1901.

WHITE SCHOOLS.

Name of School	First Term.					Second Term.						
	Total Gross Enrollment.	Transferred.	Total Net Enrollment.	Cases of Tardiness.	Per Cent of Attendance.	Number of Promotions.	Total Gross Enrollment.	Transferred.	Total Net Enrollment.	Cases of Tardiness.	Per Cent of Attendance.	Number of Promotions.
High School...	447	4	446	103	95.7	306	546	2	544	87	95.6	413
H. S. Int.....	327	39	288	205	95.3	306	154	..	154	62	94.7	154
Hamilton	766	50	716	121	94.7	551	708	38	670	65	95.2	502
Longfellow	460	7	393	155	94.5	291	391	9	382	89	95.1	251
Fannin	632	55	577	175	93.2	456	534	30	504	177	93.1	336
Taylor	368	24	344	131	94.6	275	358	19	339	63	94.3	232
Dow	442	30	412	77	94.4	303	390	12	378	83	95.0	313
Hawthorne	386	56	330	123	94.4	260	359	31	328	125	93.5	233
Cascara	525	16	509	89	94.7	405	503	15	488	69	94.2	341
Elysian	511	24	487	152	96.7	377	458	14	444	127	97.0	344
Totals	4804	302	4502	1331	94.8	3443	4401	170	4231	947	94.8	3119

COLORED SCHOOLS.

High School...	98	..	98	6	93.2	40	111	..	111	5	94.8	75
H. S. Int. & Pri.	754	4	750	345	94.3	402	588	..	588	173	94.0	377
First Ward.....	150	14	136	42	96.8	82	121	..	121	43	97.7	84
Second Ward...	413	8	405	202	92.5	215	295	7	288	136	95.0	198
Douglass	355	1	354	124	95.4	2	295	8	287	118	95.8	152
Fifth Ward.....	424	1	423	110	96.6	235	369	7	362	122	96.0	243
Sixth Ward.....	123	1	122	42	96.0	70	111	..	111	52	98.0	75
Totals	2317	29	2288	871	94.8	1266	1890	22	1868	649	95.3	1204
Grand Total.....	7121	331	6790	2202	94.8	4709	6291	192	6099	1596	95.0	4323

ENROLLMENT AND TARDINESS BY GRADES, 1900-1901.

Grades.	White Schools		Colored Schools	
	Net Enrollment.	Number Tardy.	Net Enrollment.	Number Tardy.
Primary—				
Low First.....	470	157	398	266
High First.....	225	157	276	142
Low Second.....	346	178	224	117
High Second.....	315	165	202	109
Low Third.....	378	189	220	148
High Third.....	340	176	166	112
Intermediate—				
Low Fourth.....	348	168	141	84
High Fourth.....	346	121	145	79
Low Fifth.....	310	86	96	58
High Fifth.....	246	73	144	53
Low Sixth.....	293	93	67	73
High Sixth.....	195	88	97	86
Low Seventh.....	244	124	73	42
High Seventh.....	202	138	36	21
High School—				
Low Eighth.....	169	78	26	..
High Eighth.....	153	41	25	..
Low Ninth.....	68	15	10	..
High Ninth.....	64	18	24	2
Low Tenth.....	28	19	..	..
High Tenth.....	55	8	28	..
Eleventh.....	48	7	12	..
Totals	4843	2099	2410	1392

Net enrollment, white and colored, 1900-1901..... 7,253

Number tardies, white and colored, 1900-1901..... 3,491

GERMAN REPORT.

Name of School.	First Term.				Second Term.			
	Total Enrollment.	Transferred.	Demitted.	Remaining.	Total Enrollment.	Transferred.	Demitted.	Remaining.
Low Fourth—								
Elysian	20	1	3	16	20	1	2	17
Cascara	17	..	1	16	31	..	11	20
Hawthorne	13	3	2	8	16	3	1	12
Dow	26	..	6	20	26	1	6	19
Taylor	25	..	7	18	25	..	1	24
Fannin	26	4	8	14	21	..	1	20
Longfellow	22	..	1	21	17	..	3	14
Hamilton	47	5	..	42	34	..	..	34
High Fourth—								
Elysian	19	2	4	13	15	2	3	10
Cascara	14	..	1	13	14	..	2	12
Hawthorne	20	5	4	11	17	2	2	13
Dow	13	..	1	12	24	..	3	21
Taylor	11	..	..	11	16	..	..	16
Fannin	23	2	3	18	17	2	1	14
Longfellow	15	..	1	14	13	2	2	9
Hamilton	22	..	..	22	41	..	..	41
Low Fifth—								
Elysian	15	..	1	14	12	1	1	10
Cascara	20	..	2	18	17	..	4	13
Hawthorne	16	5	3	8	11	..	1	10
Dow	17	..	3	14	15	1	2	12
Taylor	9	1	2	6	10	2	1	7
Fannin	16	..	2	14	19	..	2	17
Longfellow	16	..	1	15	14	2	..	12
Hamilton	32	5	..	27	19	..	..	19
High Fifth—								
Elysian	13	..	2	11	10	..	..	10
Cascara	8	..	1	7	13	..	4	9
Hawthorne	11	2	1	8	7	2	..	5
Dow	8	..	1	7	11	..	3	8
Taylor	7	1	1	5	7	..	..	7
Fannin	10	..	1	9	12	..	..	12
Longfellow .....	..	..	..	..	17	..	..	17
Hamilton	24	..	..	24	21	..	..	21

GERMAN REPORT (Continued).

Name of School.	First Term.			Second Term.		
	Total Enrollment.	Transferred.	Demitted.	Total Enrollment.	Transferred.	Demitted.
Low Sixth—						
Elysian	20	..	2	18	6	..
Cascara	6	..	..	6	11	..
Hawthorne	5	2	..	3	10	2
Dow	12	1	..	11	7	1
Taylor .....	..	..	..	..	18	..
Fannin	16	..	..	16	11	2
Longfellow	19	..	2	17	..	..
Hamilton	19	..	..	19	20	..
High Sixth—						
Elysian	6	..	..	6	13	..
Cascara	11	..	..	11	4	2
Hawthorne .....	..	..	..	..	3	..
Dow	11	8	2	1	11	2
Taylor .....	..	..	..	..	..	..
Fannin	19	1	2	16	12	..
Longfellow .....	..	..	..	..	18	..
Hamilton	21	..	..	21	19	..
Low Seventh—						
Elysian	9	1	3	5	6	..
Cascara	7	..	..	7	10	2
Hawthorne .....	..	..	..	..	..	..
Dow .....	..	..	..	..	6	..
Taylor .....	..	..	..	..	..	..
Fannin	8	..	..	8	16	1
Longfellow .....	..	..	..	..	..	..
Hamilton .....	..	..	..	..	18	..
High Seventh—						
Elysian	7	..	..	7	4	..
Cascara .....	..	..	..	..	7	..
Hawthorne .....	..	..	..	..	..	..
Dow .....	..	..	..	..	..	..
Taylor .....	..	..	..	..	..	..
Fannin	8	..	..	8	8	..
Longfellow .....	..	..	..	..	..	..
Hamilton .....	..	..	..	..	..	..
High School	30	..	2	28	29	1
						28

FIRST TERM GERMAN REPORT.

High School.

Year.	New Pupils.	Received by Transfer.	Total En- rollment.	Transferred.	Demitted.	Number Remaining.
Low First.....	41	..	41	..	2	39
High First.....	24	..	24	..	2	22
Low Second.....	19	..	19	..	1	18
High Second.....	4	..	4	..	..	4
Low Third.....	13	..	13	..	..	13
High Third.....	..	..	..	..	..	..
Low Fourth.....	11	..	11	..	..	11
Totals	112	..	112	..	5	107

Second Term.

Low First.....	34	..	34	..	2	32
High First.....	38	..	38	..	2	36
Low Second.....	22	..	22	..	..	22
High Second.....	18	..	18	..	..	18
Low Third.....	4	..	4	..	..	4
High Third.....	13	..	13	..	..	13
The Fourth.....	11	..	11	..	..	11
Totals	140	..	140	..	4	136

The total number of pupils receiving instruction in German in all the schools is 902.

NUMBER OF TEACHERS EMPLOYED, 1900-1901.

WHITE.

	Male.	Female.	Total.
High School.....	7	8	15
Intermediate	9	31	40
Primary .....	..	36	36
Supervisor Writing and Drawing.....	..	1	1
Music Director.....	..	1	1
German	2	4	6
Supernumeraries .....	..	9	9
 Totals	 18	 90	 108

CÖLORED.

High School.....	4	..	4
Intermediate	9	6	15
Primary	2	15	17
Supernumeraries	1	2	3
 Totals	 16	 23	 39
 Grand Totals.....	 34	 113	 147

SUPERINTENDENT'S REPORT.

HIGH SCHOOL . . . LOCATION—CORNER RUSK AVENUE AND AUSTIN STREET.

High School Pupils of the entire city. Seventh Grade pupils of the Sixth, First and Second Wards, and all of the Third and Fourth Wards lying north and east of the following boundary lines: Beginning at the City Park on Dallas Avenue, thence with Dallas Avenue to San Jacinto Street, thence with San Jacinto to Calhoun Avenue, thence with Calhoun to the City Limits.

DISTRICT Boundaries of the public schools of Houston—WHITE SCHOOLS—

Teachers' Names.	Graduate of.	Grade of Certificate.	Years of Experience.	Residence.			
				Years of Experience in Houston Schools.	Grade Taught.	Annual Salary.	
J. E. Niday	Nat'l Normal University	H. S.	14	7	H. S.	\$1800 00	1209 Polk Ave.
W. G. Smiley	Nat'l Normal University	H. S.	19	6	H. S.	1200 00	1209 San Jacinto St.
F. H. Albert	Bonn University	H. S.	30	18	H. S.	1000 00	1503 Clay Ave.
G. Duvenoy	State Normal (Grand Duchy of Baden)	H. S.	52	23	H. S.	1000 00	2202 Congress Ave.
R. A. Hall	University of Nashville	H. S.	10	1	H. S.	1000 00	1708 Bell Ave.
H. N. Shoffstall	Chicago University	H. S.	5	1	H. S.	855 00	1209 Polk Ave.
R. H. Smith	University of Georgia	H. S.	3	1	H. S.	855 00	1618 Congress Ave.
Cara Redwood	Barton Academy	H. S.	19	18	H. S.	900 00	1407 Travis St.
Cecil Golthart	High School, New Orleans	H. S.	15	9	H. S.	855 00	1308 Webster Ave.
Hallie Hawkins	Virginia State Normal	H. S.	16	13	H. S.	855 00	1403 Prairie Ave.
Susan Patillo	High School, Baltimore, Md.	H. S.	17	14	H. S.	855 00	1206 LaBranch St.
Mary Roper		H. S.	19	19	H. S.	765 00	918 Austin St.
Edith Meldrum	High School, Brooklyn, N.Y.	H. S.	13	13	H. S.	765 00	1015 Clay Ave.
Eva Winne	Houston High School	H. S.	7	7	H. S.	765 00	1112 Louisiana St.
Virginia Pannell	Wesleyan Female Institute	Sp.	2	1	H. S.	540 00	1301 Capitol Ave.
Emilie Usher		H. S.	17	11	7th.	720 00	1010 Smith St.
Fannie Vincent		H. S.	12	11	7th.	720 00	Bristol Hotel.
Lydia Adkisson	Missouri State Normal	H. S.	17	7th.		720 00	1407 Travis St.

HAMILTON STREET SCHOOL

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LOCATION—HAMILTON STREET, BETWEEN COMMERCE AND MAGNOLIA AVENUES.

For pupils of the **Fifth** and **Sixth Grades**—Beginning at the Bayou, thence with Main Street to Prairie Avenue, thence with Prairie to San Jacinto Street, thence with San Jacinto to Dallas Avenue, thence with Dallas to the City Limits. **For pupils below the Fifth Grade**—Beginning at the Bayou on San Jacinto Street, thence with San Jacinto to Capitol Avenue, thence with Capitol to the City Limits.

Teachers' Names.	Graduate of	Grade of Certificate.	Years of Experience.	Years of Experience in Houston Schools.	Grade Taught.	Annual Salary.	Residence.
W. A. DeLaMatyr	Portville Academy, N. Y.	Int. 22	7th. 7	\$1200 00	103 Chenevert St.		
Augusta King	Southern Female University Int.	6	16th. 6	630 00	612 Caroline St.		
Emma Duvernoy	Houston High School.....	10	16th. 10	630 00	2202 Congress Ave.		
Edith Green	High School, San Antonio ..	8	5th. 8	630 00	1202 Walker Ave.		
Margie Gay	State Normal	5	15th. 5	450 00	716 Jackson St.		
Emma Gaines	Houston High School.....	1	14th. 1	405 00	1206 Milam St.		
Blanche Paschal	Houston High School.....	2	24th. 2	405 00	2214 Smith St.		
Nellie Mather	Houston High School.....	2	3rd. 2	450 00	1916 McKinney Ave.		
Susie Edmonds	Houston High School.....	1	13rd. 1	405 00	1810 Congress Ave.		
Frances Liskow	Houston High School.....	8	82nd. 8	630 00	26 Chenevert St.		
Pearl Guion	Houston High School.....	7	2nd. 7	630 00	1107 McKinney Ave.		
Fannie Simpson	Houston High School.....	6	1st. 6	630 00	804 Main St.		
Emily Beavens	High School, Galveston ..	3	1st. 1	405 00	716 Jackson St.		

LONGFELLOW SCHOOL.

LOCATION—CORNER CHARTRES STREET AND BELL AVENUE.

For pupils of the Fifth and Sixth Grades—Beginning on Dallas Avenue at the intersection of San Jacinto Street to the City Limits; beginning at the intersection of Dallas Avenue and San Jacinto Street, thence with San Jacinto to Bell Avenue, thence with Bell to Jackson Street, thence with Jackson to Pease Avenue, thence with Pease to Chartres Street, thence with Chartres to Calhoun Avenue, thence with Calhoun to the City Limits. **For pupils below the Fifth Grade**—Beginning at the intersection of Capitol section of Capitol Avenue and San Jacinto Street, thence with Capitol to the City Limits; beginning at the intersection of Capitol Avenue and San Jacinto Street, thence to Calhoun Avenue, from the intersection of Calhoun and San Jacinto, thence with Calhoun to the City Limits.

Teachers' Names.	Graduate of	Grade of Certificate.	Years of Experience.	Years of Experience in Houston Schools.	Grade Taught.	Annual Salary.	Residence.
E. H. Reynolds	Fort Worth University	Int.	5	16th.	\$1033 33	1211 Polk Ave.	
Minnie Szabó	Houston High School	Int.	6	5th.	630 00	1103 Dallas Ave.	
Marie Hughes	Chappell Hill College	Int.	26	94th.	630 00	2118 Lamar Ave.	
Jennie Hutchins	Houston High School	Pri.	4	4 3rd.	540 00	505 Crawford St.	
Vive de Lesdernier	Houston High School	Int.	1	1 3rd.	405 00	508 Jackson St.	
Mildred Kennedy	Houston High School	Pri.	2	2 2nd.	405 00	1113 Clay Ave.	
Kate Albert	Per. Pri.	22	22	1st.	630 00	503 Clay Ave.	

FANNIN SCHOOL

LOCATION—CORNER LOUISIANA STREET AND TUAM AVENUE.

For pupils of the **Seventh Grade**—All of the Fourth Ward south of Dallas Avenue, and that portion of the Third Ward south of the Ward south of Calhoun Avenue. **Sixth Grade**—All of the Fourth Ward, and that portion of the Third Ward lying south of the Longfellow boundary for the Sixth Grade.

Teachers' Names.	Graduate of	Grade of Certificate.	Years of Experience.	Years of Experience in Houston Schools.	Grade Taught.	Annual Salary.	Residence.
							7th. 8th. 9th. 10th.
T. J. Pattillo.....	Northern Indiana Normal.....	Int.	21	14	7th.	\$720 00	
Genevieve Johnson	Houston High School.....	Int.	9	9	7th.	\$1200 00	1316 Main St.
Nellie Yorty	Houston High School.....	Int.	1	1	7th.	\$450 00	2402 Fannin St.
Edith Munger	Houston High School.....	Int.	3	2	5th.	\$405 00	204 Washington St.
Nannie Hanna	Houston High School.....	Int.	2	2	5th.	\$405 00	206 Milan St.
Frieddie Cawthon	Houston High School.....	Int.	1	1	4th.	\$620 00	615 Webster Ave.
Martha Shelby	Houston High School.....	Int.	6	6	4th.	\$540 00	1311 Travis St.
Hortense De Chaumes	Houston High School.....	Pri.	11	8	1st & 2d.	\$405 00	1309 Louisiana St.
Mellie R. Sharp	Per. Pri.	18	15	2d & 3d.	203 San Jacinto St.		
Addie Gribble	Per. Pri.	3	1	3rd.	630 00	803 Lamar Ave.	
Luella Friedenhaus	Houston High School.....	Pri.	2	2	1st.	\$450 00	2120 Brazos St.
Kate Davis	Ann Arbor High School.....	Int.	10	10	1st.	\$630 00	1209 Milam St.
						\$110 Main St.	

TAYLOR SCHOOL

LOCATION—CORNER MILAM STREET AND CLAY AVENUE.

For pupils of the Fifth Grade—Beginning at the Bayou with San Jacinto Street, thence with San Jacinto to Bell, thence with Bell to Louisiana Street, thence with Ennis to Shaw, thence with Shaw to Robin, thence with Robin to Crosby, thence with Crosby to San Felipe, thence with San Felipe to City Limits.

Teachers' Names.	Graduate of	Grade of Certificate.	Years of Experience.	Years of Experience in Houston Schools.	Grade Taught.	Annual Salary.	Residence
C. A. Jamison	Marianville College, Mo.	Int.	17	2	5 & 6	\$1033	33 3306 Smith St.
Beitha Kline	Peabody Normal	Int.	11	8	4 & 5	630	09 710 Calhoun Ave.
Mamie Bastian	Houston High School	Int.	6	6	4th	630	00 1504 Travis St.
Kate Dunn	Houston High School	Int.	8	8	2 & 3	630	00 407 Lamar Ave.
Cora Stansfield	Houston High School	P.ri.	14	14	1 & 2	630	00 1014 Travis St.
Gussie Howard	Houston High School	H. S.	15	15	1st	630	00 630 Webster Ave.
May Golliart	Houston High School	Pri.	1	1	3 & 4	405	00 1308 Webster Ave.

DOW SCHOOL

LOCATION—CORNER ASH STREET AND WASHINGTON AVENUE.

For pupils below the Seventh Grade—That portion of the Sixth Ward lying south of the Houston & Texas Central railway main track, and that portion of the First Ward lying south of the sidetrack and north of Buffalo Bayou.

Names. Teachers'	Graduate of Certificate.	Years of Ex- perience.	Years of Ex- perience.	Grade taught.	Annual Salary.	Residence.
J. G. H. Buck	Int.	28	1	6 & 7	\$1066 66	1816 Lubbock St.
Helen De Chammes	High School	13	12	1st	630 00	2203 San Jacinto St.
Lulu Carroll	St. Joseph's Academy	10	1	2nd	630 00	2218 Austin St.
Gertrude Bleakney	Houston High School	5	5	4 & 5	630 00	1707 Dallas Ave.
Mabel Windle	Houston High School	2	2	5 & 6	405 00	1006 Milam St.
Annie Penny	Houston High School	4	4	2 & 3	540 00	717 San Felipe St.
Amanad Byrd	Houston High School	7	7	3 & 4	630 00	2018 Decatur St.
Gertrude Shapley	Int.	4	1	4th	405 00	1710 Bell Ave.

HAWTHORNE SCHOOL
 LOCATION—CORNER HOUSTON AVENUE AND BINGHAM STREET.

For pupils below the Seventh Grade—That portion of the First and Sixth Wards lying north of the Houston & Texas Central railway main track.

Teachers' Names.	Graduate of.	Grade of Certificate.	Years of Ex- perience.	Years of Ex- perience.	Grade taught.	Annual Salary.	Residence.
C. E. Godbey	Morrisville College	Int.	14	1	6th	\$1016 66	3303 Austin St.
Arlieet Cranford	Houston High School	Int.	14	14	5th	630 00	1607 Prairie Ave.
Erma Gill	Houston High School	Int.	3	3	4th	540 00	1503 Dallas Ave.
Edith Bradley	Houston High School	Pri.	5	5	3rd	540 00	708 Walker Ave.
Pauline Sellers	Houston High School	Int.	8	8	1 & 2	630 00	1903 Clay Ave.
Kate Marti	Houston High School	Pri.	3	3	2nd	405 00	702 Clark St.
Sybil Campbell .....	.....	Pri.	10	10	1st	630 00	711 Colorado St.

CASCARA SCHOOL

LOCATION—LORRAINE STREET BETWEEN M'KEE AND HARDY.

For pupils below the High Seventh—That portion of the Fifth Ward lying north of the Southern Pacific railroad.

Teachers' Names.	Graduate of	Grade of Certificate.	Years of Ex-perience.	Years of Ex-perience in Houston Schools.	Grade Tanght.	Annual Salary.	Residence.
J. L. McReynolds.....	Working for degree Chicago	Int.	15	5	7th	\$1100	00 1721 McKee St.
Rosa Rowan	University	Int.	4	3	6th	540	00 1210 Mary St.
Jennie Sullivan	Houston High School	Int.	6	6	5th	630	00 1718 Providence St.
Bettie Gaines	Houston High School	Int.	8	2	4 & 5	450	00 1918 Louisiana St.
Mary Hogan	Baylor University	Pri.	4	4	4th	540	00 1016 Wood St.
Clara Schmidt	Houston High School	Int.	4	4	3rd	540	00 1517 Louisiana St.
Ella Grimes	Houston High School	Pri.	1	1	12 & 3	405	00 1417 San Jacinto St.
Bertha Schoverling	Houston High School	Pri.	2	2	2nd	405	00 411 Jackson St.
Mabel Seddon	Houston High School	Pri.	2	2	1 & 2	405	00 2615 Glass St.
Mary Gallochar	Houston High School	Int.	6	6	1st	630	00 2019 Common St.

ELYSIAN STREET SCHOOL

LOCATION—ELYSIAN STREET BETWEEN NANCE AND LIBERTY AVENUE.

For pupils below the High School—That portion of the Fifth Ward lying south of the Southern Pacific railroad and the High Seventh of the Cascara district.

Teachers' Names.	Graduate of:	Grade of Certificate.	Years of Experience.	Grade Taught.	Annual Salary.	Residence.
S. A. Horton.....	University of Arkansas	Int.	10	2 ⁷ th	\$100 00	1206 Rusk Ave.
D. D. Hutchison.....	.....	Int.	9	1 ⁶ th	675 00	716 St. Charles St.
Grace Darling.....	Baylor University	Int.	5	1 ⁵ th	450 00	1004 Travis St.
Maggie Dreaper.....	.....	Pri.	6	1 ⁴ & 5	405 00	503 Girard St.
Geneva Little.....	Houston High School	Pri.	2	2 ³ & 4	450 00	2018 Louisiana St.
Nona Amerman.....	Houston High School	Int.	4	4 ³ rd	540 00	35 Colling's Place.
Cora Campbell.....	Houston High School	Pri.	5	5 ² nd	540 00	903 Trinity St.
Edith Wright.....	Houston High School	Int.	3	3 ¹ & 2	540 00	810 Main St.
Ida-Nussbaum.....	Houston High School	Pri.	9 ¹ st		630 00	2102 Pease Ave.

SUPERNUMERARIES.

Name.	School.	Annual Salary.	Residence.
Edith Wilcox	High	\$180	2501 Texas Ave.
Elsie Scheutz	Hamilton Street	180	2503 Capitol Ave.
Emily Scott	Longfellow	180	1710 McKinney Ave.
Jewel Schiller	Fannin	180	1716 Clay Ave.
Bessie Pruitt	Taylor	180	1219 Liberty Ave.
Annie Barron	Dow	180	604 Live Oak St.
Margaret Obermueller	Hawthorne	180	115 Austin St.
Annie Roberts	Cascara	180	1715 Clay Ave.
Russa Taub	Elysian Street	180	203 Austin St.
*Nellie Yorty	Dow	180	1204 Washington St.
Emma Gaines	Hamilton	180	Corner Dallas and Louisiana.
May Golibart	Taylor	180	1308 Webster Ave.

*Elected regular teacher in the seventh month.

†Elected regular teacher in the eighth month.

‡Elected regular teacher the ninth month.

SPECIAL TEACHERS.

Name.		Annual Salary.	Residence.
Blanche Williams	Supervisor of Drawing and Writing.	\$540	1514 Rusk Ave.
Bessie Hughes	Musical Director	720	1218 Lamar Ave.
J. Koppel	Director of German	720	1618 Everett St.
Wille Hutcheson	Teacher of German	450	1504 Rusk Ave.
Paula Doering	Teacher of German	540	1820 Kane St.
Alvina Streit	Teacher of German	360	1813 Crawford St.
Lena Landwehr	Teacher of German	225	816 San Jacinto St.
Adeline N. O'Connor	Teacher of Spanish and German	585	816 San Jacinto St.

HIGH SCHOOL

LOCATION—SAN FELIPE STREET, NEAR BAGBY.

Boundaries include the Fourth Ward for pupils of all grades. All pupils of the Fifth and Sixth Grades not assigned to the Second Ward and Sixth Ward schools, and pupils in Third and Fourth Grades living in the Third Ward north of Capitol Avenue, will attend this school.

Teachers' Names.	Graduate of.	Grade of Certificate.	Years of Experience.	Grade of Experience.	Years of Experience in Houston schools.	Grade Teacher.	Annual Salary.	Residence.
Charles Atherton	Mica College, Jamaica.....	H. S.	22	17 H. S.		\$900 00	1813 Austin St.	
J. H. Crawford.....	Wilberforce University.....	S. L.	12	12 H. S.		675 00	1814 Caroline St.	
J. D. Ryan.....	Failey View Normal.....	S. L.	12	11 H. S.		630 00	812 House St.	
J. J. Conner	Wilberforce University.....	Int.	4	3 H. S.		540 00	1814 Caroline St.	
Hattie Johnson .....	.....	Int.	12	9 7th		495 00	313 Saulnier St.	
J. I. Richardson	Paul Quinn College	Int.	18	8 6th		495 00	817 San Felipe St.	
Wallie Miller	Houston High School	Pri.	1	1 6th		360 60	1712 Smith St.	
J. C. Conway	Houston High School	Int.	17	1 5th		405 00	1693 Jackson St.	
Bertie Scott .....	.....	Int.	6	6 4 & 5		495 00	810 House St.	
W. L. Jackson	Tillotson Institute	Int.	...	1 3 & 4		360 00	1218 Jefferson Ave.	
Vettie Minor .....	.....	Pri.	13	10 3rd		495 00	211 Robin St.	
Vannie White	Houston High School	Pri.	2	2 2nd		405 00	1118 Saulnier St.	
Vannie Watson	Prairie View Normal	Pri.	10	10 1 & 2		495 00	1414 Sherman St.	
Vera Moore .....	.....	Pri.	6	6 1st		495 00	607 San Felipe St.	
Lucinda Davis	Paul Quinn College	Pri.	17	14 1st		495 00	201 Polk Ave.	

FIRST WARD SCHOOL
LOCATION—CORNER OF BINGHAM AND COLORADO STREETS.
 For pupils of the First, Second, Third and Fourth grades, those portions of the First and Sixth Wards lying north
 of the Houston & Texas Central railroad main track.

Teachers' Names.	Graduate of.	Years of Experience.	Grade of Certificate.		Grade Taught.	Annual Salary	Residence.
			Years Experience Houston Schools.	Grade of Certificate.			
J. P. Jones.....	Prairie View Normal.....	S. L.	9	4 3 & 4	\$540 00	1907 Crawford St.	
Mary Everett.....	H. S., Staten Island.....	Pri.	13	9 1st	495 00	611 Calhoun Ave.	

SECOND WARD SCHOOL

LOCATION—GERMAN STREET, BETWEEN BUFFALO AND INTERNATIONAL & GREAT NORTHERN R. R.

For all pupils below High School—High Seventh of Second Ward go to High School; the Second Ward and that portion of the Third Ward lying north of Capitol Avenue.

Teachers' Names.	Graduate of.	Grade of Certificate.	Years of Experience.		Grade Taught.	Annual Salary	Residence.
			Years of Experience in Houston Schools.	Grade of Certificate.			
			Grade Taught.	Annual Salary.			
W. J. Smith.....	Prairie View Normal.....	Int.	13	6 7th	\$680 00	1102 Ruthven St.	
James T. Cottrell.....	Straight University.....	S. L.	12	10 5 & 6	450 00	813 Heiner St.	
Narcissa Hill.....	Mississippi State Normal...	Pri.	23	12 3 & 4	495 00	211 Robin St.	
Pauline Gray.....	Atlanta, Ga., Normal.....	Int.	10	10 1 & 2	495 00	1216 Wilson St.	
Darthula Lawson.....	Prairie View.....	Pri.	8	8 2 & 3	495 00	211 Robin St.	
Nettie Burford.....			15	13 1st	495 00	2015 Dallas Ave.	

DOUGLASS SCHOOL—

LOCATION—CORNER OF JACKSON STREET AND CALHOUN AVENUE.

Boundaries include for pupils of the First, Second, Third and Fourth Grades, that portion of the Third Ward lying south of Capitol Avenue.

Names. Teachers'	Graduate of. Certificate.	Years of Ex- perience.	Years of Ex- perience.	in Houston Schools.	Grade taught.	Annual Salary.	Residence.
J. R. Anderson.....	Illinois Wesleyan University.....	26	5	5th	\$630	00	Live Oak and Gray Sts.
Mary Isaacs	Prairie View Normal.....	9	2	4th	405	00	LaBranch St.
G. B. M. Turner.....	Fisk University .....	.....	1	2 & 3	360	00	1506 Elysian St.
Mamie Williams	Houston High School.....	Pri.	1	1 & 2	360	00	2014 Jackson St.
Ida Franklin	Pri.	11	11	1st	495	00	1602 Jackson St.

FIFTH WARD SCHOOL

LOCATION—CORNER OF BREMOND AND CONTE STREETS.

Boundaries include all pupils below the Seventh Grade, the Fifth Ward. Low Seventh of the Fifth Ward go to Second Ward School; High Seventh of Fifth Ward go to High School.

Teachers' Names.	Graduate of	Certificate.	Years of Experience.	in Houston Schools.	Grade Taught.	Annual Salary.	Residence.
W. E. Miller.....	Prairie View Normal.....	.....	11	9 6 & 7	5th	\$680 00	Andrews St.
O. T. Wilson.....	Prairie View Normal.....	.....	5	4 4th	4 4th	405 00	Hobson St.
Maggie Manning.....	Prairie View Normal.....	Pri.	2	2 3rd	2 3rd	450 00	Hobson St.
Ella Taylor	Houston High School.....	.....	2	3 2nd	3 2nd	405 00	Chenevert St.
Sophia Brokenberry	London, O., High School.....	Pri.	3	4 1st	4 1st	405 00	Mary St.
Emma Washington	London, O., High School.....	Pri.	14	4 1st	4 1st	450 00	Austin St.

SIXTH WARD SCHOOL

LOCATION—CORNER OF STATE AND TRINITY STREETS.

Boundaries include for pupils of the First, Second, Third and Fourth Grades, those portions of the First and Sixth Wards lying south of the main track of the Houston & Texas Central railway.

Names. Teachers.	Graduate of.	Grade of Ex- perience.	Years of Ex- perience.	Grade of Certificate.	Years of Ex- perience in Houston Schools.	Grade taught.	Annual Salary.	Residence.
B. H. Grimes.....	Prairie View Normal.....	Pr.	16	7	3, 4 & 5	\$540 00	2419 Chenevert St.	
Emma Jones	Prairie View Normal.....	Pr.	16	12	1, 2 & 3	495 00	1907 Crawford St.	

SUPERNUMERARIES.

Name.	School.	Annual Salary.	Residence.
Frankie Johnson	High School.....	\$135	\$13 Saulnier St.
P. C. Reed.....	First Ward	165	217 Robin St.
Ella Emusimer	1st and Second Wards	135	2918 Commerce St.
*W. C. Conway	High School.....	135	1603 Jackson St.
†Lucius Harrison	First Ward	135	Cor. Heiner and Robin Sts.

*Elected regular teacher in the first month.
†Resigned the fourth month.

NEED OF SCHOOL ROOM.

In my last Annual Report I made mention of the crowded condition of the schools of this city. We had last year a seating capacity of 5533 in the buildings owned by the Board. The rented buildings I also showed seated 594 children. This made a total seating capacity of 6127, a fact which made it necessary, when the schools opened, to rent five more rooms. Three additional rooms were opened, one in Longfellow, one in Taylor and one in Dow, by converting, cloak rooms and Principals' offices into rooms for teaching. Four unoccupied rooms in Fannin School were also opened. This makes a total of twelve rooms that had to be opened in order to provide for the large increase in the enrollment. As will be seen from the report, there were enrolled this year in the schools, excluding duplicates, 7255 pupils. This number is 85.1 per cent of the scholastic population. It is quite gratifying to note that such a large percentage of the children of scholastic age have been enrolled in school this year. True many of these children have not remained in school the entire term, and at this point I would urge upon all parents the necessity of keeping their children in school throughout the year. Nothing but illness or some very urgent cause should be considered sufficient by a parent to take his children out of school even for a day. No teacher can do the best work for the child unless prompt and continuous attendance is secured. During this year special effort has been made by your Honorable Body to secure additional facilities for housing the children, and I here submit a report which your Honorable Body made to the City Council asking for additional room.

Houston, Texas, March 5, 1901.

To the Honorable Board of School Trustees.

Gentlemen:—The committee on buildings, at a recent meeting, decided to recommend that the following buildings and additions be built:

FOR THE WHITE SCHOOLS.

For the Second and Third Wards, a duplicate of the

Fannin School	\$80,000
Painting the Longfellow School.....	500
Painting the Hamilton School.....	500
New roof for Taylor School.....	800
Painting Taylor School.....	500
Brick addition of six rooms to Elysian Street School.....	20,000
Furniture for addition to Elysian Street School.....	2,000
Brick addition of six rooms to Cascara School.....	20,000
Furniture for addition to Cascara School.....	2,000
Addition of four rooms to Dow School.....	8,000
Painting Dow School.....	500
Furniture for addition to Dow School.....	1,500

COLORED SCHOOLS.

Ten room building for the Second Ward.....	12,000
Furniture for ten room building, Second Ward.....	3,000
Painting Douglass School, Third Ward.....	500
Ten room building in the Fourth Ward.....	12,000
Two room addition to Fifth Ward School.....	800
Furniture for two room addition, Fifth Ward.....	500
Painting of the Fifth Ward School.....	350

Total cost of buildings, furniture and painting.....\$168,450

EXPLANATION OF ABOVE REPORT.

A new building is asked for in the Second and Third Wards. At present the Third Ward has only a six room building, the Longfellow School. The result is that over half of the Third Ward children are attending Hamilton Street School, which is so overcrowded that three rooms have been rented near the Hamilton Street School at a cost of \$408 per year.

By putting up a new building in the Third Ward at a convenient location, the Hamilton Street School could take care of the children of the Second Ward very easily without renting any rooms on the outside.

The Fourth Ward has had two buildings, the Taylor School and the Fannin School. This Ward has been well provided for. The Fannin School will be rebuilt by June 1, 1901.

The Dow School in the Sixth Ward is overrun with pupils and two rooms, at a cost of \$72, have been rented on the outside, one of which has just been discarded and the room which should have been devoted to the Principal's office in the Dow building, along with two cloak rooms, has been converted into a school room; by this means the rent has been cut off.

The same thing was done at Longfellow and Taylor Schools. The Principal's office and two cloak rooms, in each instance, were converted into a class room. Every available space in the present buildings has been taken up, and still there is not sufficient room.

By placing an addition of four rooms to the Dow School, this ward will have sufficient room for two or three years, and, if need be, this addition can relieve Hawthorne School when it becomes overcrowded, these schools being located within a few blocks of each other.

It will be readily seen that there is imperative necessity for additions to the brick schools, Elysian and Cascara, in the Fifth Ward.

Cascara has two rooms rented outside and is using hall space for two rooms.

The Elysian Street School was so overcrowded that the Knights of Pythias hall had to be rented, and three rooms are in service there. The rent paid for the Knights of Pythias hall and for the building near the Cascara School amounts to \$852 a year.

As to the colored schools, the High School needs relief, as six rooms are being rented at a cost of \$780 per annum. The High School is so overcrowded that the children are being taught in the halls. If a new building were constructed in a convenient place for the colored people of that ward, the lower grades might be removed from the High School and the rented rooms could be given up.

The Second Ward building has been condemned at times as being unsafe, and it has been repaired and put in fairly good condition, but this building should be torn down and a ten room building erected instead.

The Fifth Ward Colored School is very much overcrowded. Some of the rooms have as many as eighty children and there is imperative necessity for at least two more rooms to be added to this building. Two rooms were added to the building this year, but that simply took the place of two rooms that were being rented on the outside and no relief was given to this school by this addition. The crowded condition remains.

The scholastic population of this city is 8492. This shows an increase of 1525. In addition to this increase of pupils, not less than 500 children have come to Houston since the storm. Children from all the coast country are now in our schools, so that our scholastic population, at the present time, is, at the least calculation, 2000 greater than it was this time last year. This large increase has necessitated the renting of more buildings and the continuance of the use of the buildings already rented during this year.

The school buildings owned by the Board have a seating capacity of 5653, including the Fannin School, which was burned. Taking this away, we have a seating capacity of 5000, and a scholastic population of over 8000.

Respectfully submitted,

W. H. LIGHTHOUSE,

A. C. ABELL,

J. J. SETTEGAST,

E. B. H. SCHNEIDER,

Committee.

Report received and adopted by the Board at a meeting held December 12, 1900.

S. E. TRACY,

Secretary of the Board.

The above report was submitted to the City Council and an ordinance covering the matter was offered by Alderman Bennett, but the Council did not adopt the ordinance. The Council then submitted a bond issue of \$300,000 for street paving, to be voted upon by the people. This carried, but it was found that the bonds were illegal. When a new ordinance was to be enacted, the Board made a second appeal to the City Council and the following resolutions were adopted by the Board of Trustees:

(From the minutes of a meeting of the Board of Trustees, June 24, 1901.)

Whereas, The City Council of the City of Houston is about to make provision for the issuance of \$300,000 worth of bonds for street paving purposes; and

Whereas, The Board of School Trustees is of opinion that it would result in the saving of considerable expense if the City Council would at this time embrace in said proposed bond issue some provision for the issuance of bonds for public school houses; and therefore be it

Resolved, By the Board of Trustees of the Independent District of Houston, That the City Council be and that they are hereby respectfully requested to include in their proposed bond issue for street paving a provision for the issuance of \$100,000 in bonds, to be applied to the repair and erection of school buildings in the City of Houston for school purposes.

The above resolutions having been adopted, the Board adjourned.

The above resolutions were presented by President Charlton to the City Council. At the same time he explained the urgent necessity of the matter. Petitions from the people were filed with the Council, urging the importance of granting the request. The Council submitted to the people a bond issue of \$300,000 for streets and sewers and \$50,000 for public school buildings and repairs. The bond issue for schools carried by an overwhelming majority, which was very gratifying to all connected with the public schools. However, the needs of the schools are so great that the \$50,000 will give only temporary relief.

FREE TEXT-BOOKS.

The free text-books are no longer an experiment in Houston. Readers were furnished from the First Grade to the Fifth Grade

this year, the Grades wherein readers are used in our schools. Four different sets of books were secured, "Baldwin's Readers," "Johnson's Readers," "The Graded Literature Series," and "Cyr's." These are the latest and best reading books now in the market and have given good satisfaction in our work. We hope to adopt a system by which the readers may be exchanged from one school to another. In this way children will have the pleasure of reading several different readers during the year. Over \$1400 was invested this year in School Readers. During the coming year other free text-books will be furnished, according to the means we will have on hand. I see no better use to be made of the large portion of the Library fund than to continue to devote it to furnishing free text-books. I should like to see the time come when at least all the children in the first four grades of the schools shall be furnished free text-books.

DRAWING.

The work in drawing this year has been well conducted through the new directress, Miss Blanche Williams. Her thorough training in the Chicago Art Institute and her previous experience as a director of drawing in the public schools fitted her specially for the work assigned her. Formerly the drawing consisted of copying little figures in a drawing book, but this is not educative. Drawing should cultivate the child's power of observation and develop his imaginattion. The plan followed by the director, Miss Williams, has had these objects in view. Below will be found the outline for the work done during the month of April in the Third Grade of our schools:

APRIL.

"A gush of bird song, a patter of dew,
A cloud and a rainbow's warning,
Suddenly sunshine and perfect blue.
An April day in the morning."

First Week.

Lesson 1.—Ask each pupil to bring a dozen each of long stemmed clover blossoms and leaves. Have pupils draw three leaves and two blossoms on their paper. Use brush and ink.

Lesson 2.—Draw an open umbrella. Use drawing pencil.

Lesson 3.—Draw and paint five clover leaves with long stems.

Second Week.

Lesson 1.—Paint a turnip with three leaves on it.

Lesson 2.—Ask pupils to bring all the pansies they can find. Give each pupil a flower. Draw and paint. Do not attempt a pansy with all the petals the same color, as this is too difficult and will result in a failure. Call for a pansy with different colored petals.

Lesson 3.—Draw a simple tin teapot. Use brush and ink.

Third Week.

Lesson 1.—Weeds arranged on paper, one for each pupil. Brush and ink.

Lesson 2.—Draw an ax. Use drawing pencil.

Lesson 3.—Ask each pupil to bring a plain, large, glass tumbler. Draw in pencil.

Fourth Week.

Lesson 1.—Figure pose—boy with hammer.

Lesson 2.—Draw Texas flag.

Lesson 3.—Paint Texas flag.

GRADE MEETINGS.

The purpose of the grade meetings is to apply the general laws of education to the special work of the grade. The teachers of each grade have assembled once a month for the above named purpose. The grade meeting is not a place nor a time for speech making, but it is an opportunity for the young teacher to have his difficulties discussed and solved. It is a place for sharp criticism and close study of methods of teaching and the subject matter to be taught. Much good can be accomplished in grade meetings, where model recitations are conducted and the teachers join in pointing out the good elements of the recitation and in calling the teachers' attention to those things that can be improved. Our grade leaders this year, Mr. S. A. Horton, Mr. W. A. DeLaMatyr, Mr. C. A. Jameson, Miss Mamie Bastian, Miss Amanda Byrd, Miss Frances Liskow, Miss Gussie Howard, Dr. J. Koppel, and Miss Blanche Williams, deserve special mention for the carefully prepared programs which were sent out

each month to the teachers. Much depends upon the programs prepared by the grade leader as well as upon the preparation made by the teachers before going to the grade meeting.

The grade meeting should not attempt too wide a range of discussion. Such a subject as "How to Teach Geography" includes too much, and teachers are liable to wander over too much ground. It would be better to take one particular topic, such as "How to Teach the Surface of North America." It is better to narrow the discussion and deepen it rather than to have a shallow discussion of a broad topic. I hope that during the coming year our grade leaders will keep in view this principle when making out their programs.

One or two programs are here submitted as an illustration of what has been attempted:

Program of Meeting November 26th.—Room 5.

Teachers of Low and High Seventh Grades.

Mr. DeLaMartyr will tell how pupils may be made to read louder; to articulate better; to hold head erect; to stand away from desk; to hold book properly; how to stop falling inflection at commas; to stop halting at pronunciation; how pronunciation and meaning of unfamiliar words shall be taught. (Time, 10 minutes.)

Miss Adkisson will tell how to conduct a spelling recitation, using first seven words of lesson 274, page 175. (Time, 5 minutes.)

Miss Vincent—How much composition work shall be done in Low Seventh, and how shall it be done? Outline on blackboard a course for rest of term. (Time, 5 minutes.)

Mrs. Usher—In selecting words from the reader for a spelling lesson, do you think it better to keep the spelling with the reading, or a day or two ~~behind~~? In the School Report it is stated that "The parts of speech are divided into too many classes." Will you determine the subdivisions? (Time, 10 minutes.)

Miss Roper will explain a problem in partial payments. (Time, 10 minutes.)

Mr. McReynolds will extract the cube root of 26244 so pupils of Seventh Grade may understand principles. (Time, 10 minutes.)

Each teacher will bring to grade meeting one set of written home-work papers—any subject.

Respectfully,

S. A. HORTON, *Leader.*

Sixth Grade Teachers.

1. What is the main object in teaching History?
2. Is the teaching of fables of value? If not, why not?
3. Would you teach by topics, or is the questioning method better? How about both methods?
4. If the book arranges topics in chronological order would you adhere to it? Why or why not?
5. Is it best to treat discoveries, settlements, Indians and Indian wars, Colonial life, French wars, government in the colonies, each by itself? Why?
6. If you treat each subject by itself, when would you review?
7. Could you easily arrange a method whole if you teach by epochs?
8. Would you give much time to domestic and social life? What for?
9. Does reference to dress, mode of warfare, modes of thought or feeling or manner of getting a living elicit interest?
10. Does a study of the instruments used in warfare lead the pupil into the field of invention?
11. Would you have maps drawn as you go along? Why?
12. Are cause and effect to be lost sight of in History?
13. Are pictures of much value? Why?
14. In conducting a recitation in History would you use the third step in a method whole? Why?
15. In using maps would you represent every place mentioned, or the most important? Why?
16. Is it a good plan to let pupils ask questions?
17. If the subject be well taught, do you think all pupils in the class will be interested?

Teachers will please remember the time, 4:05 on Wednesday evening, January 9, 1901.

Respectfully,

W. A. DELAMATYR, *Leader.*

THE INSTITUTE.

The basis of the work this year was James' Psychology. Although to many the work seemed to be difficult, yet much interest was manifested in the discussions. The Institute met once a month and the sessions were one hour and a half in length. The Superintendent prepared an outline, which was printed and sent to the teachers each month. This outline became the program for the meeting. Below will be found a circular regarding the Institute, and also the nine programs which were used this year:

The Institute.—(Part of Circular No. 4.)

Those school systems which have been most highly praised in our country have been brought to their high state of proficiency through a number of effective agencies. The trained, skillful, advancing teacher has contributed more than all other agencies combined. The successful teacher is always a student.

The study of professional work, as taken up in the Institute, the interchange of ideas at the meetings and the revisions which our thoughts must undergo can but lead to a higher and nobler life as men and women.

It is only when superficial study kills interest that we doubt the ameliorating power of professional work. Deep study of a subject deepens interest and gives wings to thought. The teacher who studies the underlying principles of his art lessens his own labor, for skill lessens friction. It is *one's own salvation* to know the path of least resistance. This being true, it is every member's *duty to himself* to faithfully prepare for and take part in the discussions.

One's attitude in this matter is his professional thermometer, whether he will or not. Let us ask ourselves, "Have I done the best for myself? Have I done all that I could toward helping myself? What have I contributed to the success of the Institute?"

In considering the promotion of any teacher or the increase of any teacher's salary, according to the scale that has been in vogue for a number of years, the teacher's attitude toward the Institute work should be a large factor for consideration, because one's attitude toward the Institute is his professional thermometer, showing whether the teacher is advancing, retrograding, or at a standstill.

Institute Circular No. 1.

"Without unbroken advance there is no such thing as accumulation of the ethical forces possible, and to exercise us and habituate us in it is the sovereign blessing of regular work."—*James*.

Habit, Chapter X.—*James' Psychology*.

- I. Its Importance for Psychology. (Paragraph 1.)
- II. Habit Has a Physical Basis.
 1. The Laws of Nature Are Inmutable Habits. (Par. 2.)
 2. Due to Plasticity of Neural Matter. (Par. 2-5.)
- III. Pathways Through the Nerve Centers.
 1. Influences to Which Brain Matter is Plastic. (Par. 6.)
 2. A Simple Habit—a Reffex Discharge. (Par. 6.)
 3. Growth of Structural Modificatibn in Living Matter. (Par. 7.)
- IV. Practical Effects of Habit.
 1. What We Owe to Its Automatic Agency. (Par. 9-12.)
 2. How Action, Grown Habitual, Takes Place. (Par. 13-15.)
- V. Habits Depend on Sensations Not Attended to. (Par. 16.)
- VI. Ethical and Pedagogical Inimportance of the Principle of Habit.
 1. Habit a Second Nature—Illustrations. (Par. 17-20.)
 2. The Period for Fixing Personal, Professional, Intellectual Habits. (Par. 21.)
 3. How to Make the Nervous System Our Ally. (Par. 22-33.)
- VII. The Most Helpful Thought in the Chapter.

Institute Circular No. 2.

The more interests the child has in advance in the subject, the better he will attend. Induct him therefore in such a way as to knit each new thing on to some acquisition already there; and if possible awaken curiosity, so that the new thing shall seem to come as an answer

to a question pre-existing in his mind.—*James*.

Attention, Chapter XIII.—*James' Psychology*.

- I. The Narrowness of Consciousness. (Par. 1.)
- II. Its Physiological Ground. (Par. 2.)
- III. Dispersed Attention. (Par. 3-4.)
- IV. The Span of Consciousness. (Par. 5-11.)
 1. Attending to More Than One Thing at Once.
 2. Cæsar Dictating Four Letters.
- V. Varieties of Attention. (Par. 12-25.)
 1. As to Stimuli.
 - (a) Sensorial—Example of.
 - (b) Intellectual—Example of.
 2. As to Motives.
 - (a) Immediate—Example of.
 - (b) Derived—Example of.
 3. As to Will.
 - (a) Voluntary—Example of.
 - (b) Involuntary—Example of.
- VI. James' Definition of Attention.
- VII. Genius and Attention. (Par. 25-27.)
- VIII. The Physiological Conditions. (Par. 27-47.)
 1. The Adaptation of the Sense Organ.
 2. The Ideational Excitement of the Center.
- IX. Educational Corollaries. (Par. 47-49.)
 1. The Best Interest Is Internal.
 2. Interest Arises from the Subject Itself.
 3. The New Is Learned Through the Old and Familiar.
 4. The Teacher's Talent Is Best Shown by Knowing What Apperceptionmasse to Use.
- X. The Relation of Habit to Attention.

Institute Circular No. 3.

Each conception eternally remains what it is, and never can become another.—*James*.

Perception, Chapter XX.—*James' Psychology*.

- I. Perception and Sensation Compared.

1. Definition of Each. (Par. 1.)
2. Content of Our Perceptions. (Par. 2.)

3. Every Perception an Acquired Perception. (Par. 3.)
- II. The Perceptive State of Mind Is Not a Compound.
 1. Hearing a Foreign Language. (Par. 4.)
 2. Looking at a Single Word. (Par. 5.)
 3. A Landscape Upside Down. (Par. 6.)
 4. Sensation and Perception Separate. (Par. 7.)
- III. Apperception.
 1. Discussion of the Term. (Par. 33.)
 2. The Remarks of Steinthal. (Par. 34.)
 3. Genius and Old Fogism. (Par. 35-36.)
- IV. Physiological Process in Perception.

Conception, Chapter XIV.
- V. Different States of Mind Can Mean the Same.
 1. Definition of Conception. (Par. 1-2.)
 2. Its Immutability. (Par. 3.)
 3. How subjects May Be Conceived.
- VI. Abstract, Universal and Problematic Objects.
 1. The Illustration of the Geometer, the Concept Man. (Par. 6.)
 2. What May Be Conceived. (Par. 7.)
 3. Universal Versus Individual. (Par. 8.)
- VII. Perception and Conception Compared.
- VIII. The Best Thought to Remember.

Institute Circular No. 4.

The man whose acquisitions stick is the one who is always achieving and advancing. The more other facts a fact is associated with in the mind, the better possession of it our memory retains. The one who thinks over his experiences most and weaves them into systematic relations with each other will be the one with the best memory.—*James*.

Memory, Chapter XVIII.—James' Psychology.

- I. Analysis of the Phenomenon.
 1. The Definition. (Par. 1.)
 2. Revival of an Image Not a Memory. (Par. 2.)
 3. The Fact Must Be Dated in My Past. (Par. 3, 4, 5.)
- II. Retention and Recall.
 1. Recall Is Based on Association. (Par. 8-9.)

2. Relation of Law of Habit to Retention. (Par. 10.)
3. The Brain-Scheme Illustration. (Par. 11-12.)

III. The Conditions of Goodness in Memory.

1. The Persistence or Permanence of Brain Paths.
(Par. 14-15.)
2. The Number of Brain Paths. (Par. 17-18.)
3. Why Cramming Is a Bad Mode of Study. (Par. 19.)
4. One's Native Retentiveness Unchangeable. (Par. 20, 21, 22, 23.)

IV. Improving the Memory—Three Methods. (Par. 25 to 30.)

V. Forgetting—Its Importance. (Par. 32.)

Institute Circular No. 5.

Until very recent years it was supposed by all philosophers that there was a typical human mind which all individual minds were like, and that propositions of universal validity could be laid down about such faculties as the Imagination. Lately, however, a mass of revelations have poured in which makes us see how false a view this is. There are Imaginations, not the Imagination, and they must be studied in detail.—*James*.

Imagination, Chapter XIX.—*James' Psychology*.

- I. What It Is. (Par. 1, 2, 3.)
- II. Difference in Visual Imagination. (Par. 4-12.)
- III. Images of Sounds. (Par. 12.)
- IV. Images of Muscular Sensations. (Par. 13-15.)
- V. Images of Touch. (Par. 15-18.)
- VI. Pathological Differences. (Par. 18-21.)
- VII. The Neural Process. (Par. 21-23.)
- VIII. The Relation of Imagination to Perception. (Dewey, page 192.)
- IX. Memory and Imagination Compared. (Roark, page 110.)
- X. The Value of Imagination. (Baldwin, page 134.)
- XI. Review of the Term's Work in *James' Psychology*.

Institute Circular No. 6.

Children should be taught to compare objects, to inquire for causes and to see the relation of things to one another.—*Baldwin*.

Reasoning, Chapter XXII.—*James' Psychology*.

- I. What Reasoning Is.
 1. Trains of Images. (Par. 2.)
 2. Empirical Thinking, and Reasoning. (Par. 3.)
 3. Exact Definition of It. (Par. 4-10.)
- II. What Is Meant by a Mode of Conceiving.
 1. Through One Attribute. Vermilion Illustration. (Par. 11.)
 2. No Property Essential to One Thing. (Par. 12, 13, 14.)
- III. Always for a Subjective Interest. (Par. 15-19.)
- IV. Inductive and Deductive Forms. (Dewey, page 224; Halléck, pages 195-199.)
- V. Two Great Points in Reasoning.
 1. Sagacity. (Par. 27-31.)
 2. Association by Similarity. (Par. 31-37.)
- VI. Cultivating the Power to Reason. (Roark, page 199; Sully's Outlines, page 445.)
 1. Obstacles to Proper Training of Reason. (Roark, page 200.)
 2. Use of Common Things. Illustrations. (Roark, page 201.)
 3. The Study of Arithmetic, Grammar, History, Civics and Geography. (Roark, pages 202, 203, 204, 205.)

Institute Circular No. 7.

All feeling must be an accompaniment of activity.—
John Dewey.

Emotion, Chapter XXIV.—James' (Psychology.

- I. Emotions Compared with Instincts. (Par. 1-2.)
- II. The Varieties of Emotions.
 1. The Coarser and the Subtler Emotions. (Par. 3.)
 2. As Described in Literary Works. (Par. 3.)
 3. The Cause of Their Varieties. (Par. 4.)
- III. One General Cause of Emotional Feeling. (Par. 5-11.)
- IV. The Subtler Emotions. (Par. 19-20.)
- V. A Description of Fear. (Par. 21-22.)
- VI. Repression of Emotional Expression. (Par. 15-16.)
- VII. Education of the Emotions. (See other Psychologies, especially Compayre's Psychology Applied to Educa-

tion.)

Institute Circular No. 8.

A "reasonable" character is one who has a store of stable and worthy ends, and who does not decide about an action till he has calmly ascertained whether it be ministerial or detrimental to any one of these.—*James.*

Will, Chapter XXIII.—James' Psychology.

- I. Voluntary Acts. (Par. 1-5.)
- II. Two Kinds of Ideas of Movement. (Par. 5-13.)
- III. The Motor-cue. (Par. 13-19.)
- IV. Ideo-motor-Action. (Par. 19-29.)
- V. Action After Deliberation. (Par. 31-34.)
- VI. Five Chief Types of Decision. (Par. 34-41.)
- VII. What Holds Attention Determines Action. (Par. 62.)
- VIII. Will, a Relation Between Mind and Its Ideas. (Par. 63.)
- IX. Voluntary Effort and Attention. (Par. 64-70.)
- X. Ethical Importance of Effort. (Par. 76.)

Institute Circular No. 9.

- I. Froebel's Educational Laws. Critique, Mr. R. H. Smith.
- II. Dickens as an Educator. Critique, Mr. H. N. Shofstall.
- III. The Adoption of Institute Work for Next Year.

The above two books mentioned by the committee at the last Institute will be thoroughly discussed in order that we may all be able to vote intelligently upon the adoption of the work for next year.

Note.—Dickens as an Educator was adopted for 1901-1902.

THE HIGH SCHOOL.

The Houston High School has had the largest enrollment in the history of the school, there being 585 pupils enrolled, excluding duplicates. This makes an increase of 182 pupils over the enrollment of the preceding year. One result of this large increase in enrollment has been to force out of the High School building all grades with the exception of three of the Sevenths. During the coming year the entire building will have to be given over to the High School. The exemplary conduct of the students of the High School deserves honorable mention, not one student having been suspended or expelled during the year. The motto of the Senior class was, "Everything to help, and nothing to hinder," and this spirit pervaded the entire school.

The good work being done is attributable to the excellent management of the Principal and the hearty co-operation of our excellent corps of trained and experienced teachers. Forty-seven students were graduated this year. A number of them will continue their education in the Universities.

THE DISTRICT SCHOOLS.

Our District Schools have all been crowded to their fullest capacity during this year. The greatest need of this portion of the school system is more school room, which I am happy to say will be provided to some extent through the \$50,000 recently voted for school buildings. No teacher can do as good work with sixty children in a room as he can if he has only forty or forty-five to look after. During this year we have been compelled to have in some rooms as many as sixty pupils. However, an effort has been made to reduce the number from sixty. I am glad to say that there are fewer rooms where sixty children will be found than ever before in the history of our schools. The discipline in the District Schools has been very good, when we come to consider that over 6000 children have been so managed by the principals and teachers as to necessitate the expulsion of not a single pupil during the year. Suspension was resorted to in fifteen instances, but the broken unity was restored save in two instances, where no application was made on the part of the parent for restoration. Our purpose in suspension is to give the parent an opportunity to come before the Superintendent, who is a third party in the matter, and by a calm, thoughtful discussion of any trouble that may have arisen, get the broken unity restored. This method of procedure rarely ever fails to secure the desired result.

GERMAN.

For the first time since the establishment of German in the Public Schools we have had a Director of the German. It has been his duty to visit the schools where German is taught; see that the course of study is properly followed in all the grades; report to the Superintendent once a month, or as often as is necessary, the progress and condition of the German; instruct the teachers in the best methods of teaching German, and teach the German in one school as his regular daily work. Dr. J. Koppel, who has for a number of years been Instructor of German in our

schools, has served as Director. A full and complete statistical report has been compiled by Dr. Koppel from the monthly reports made by the teachers of German.

The work in German has grown to such proportions as to require the services of six special teachers and a Director. It is well at this point to consider what should be the qualifications of one entering as a teacher in the German department of our schools, in order that we may have as high a standard of proficiency in this department as it is possible to secure. In the teaching of a foreign language the first requisite should be that it be taught by a native. In the next place his scholarship should be thorough and unquestioned, but this is not enough. Scholarship alone will not enable one to be a successful teacher. He must be proficient in methods of teaching and a constant student, in order that he may keep abreast with the times. In the employment of teachers in this department in the future these requirements should be kept in view, and those now in the employ of the Board should as nearly as possible meet these considerations.

PARENTS' DAYS.

We have undertaken during this year to send invitations to the parents to visit the schools on certain days, when exercises were held and a special effort was made to get better acquainted with the parents. It has not been our object to get the parents in to give them a lecture, but to have some exercises in which the children took part, and then to dismiss the children and have a few minutes of short, social intercourse between the parents and the teachers. The following days were observed: Mothers' day, Library day, Christmas exercises, Washington's birthday, Texas Independence day, San Jacinto day, and Exposition day. On Parents' day each room had made an effort to secure some parent to make an appropriate talk, which was much enjoyed by both teachers and children. One of the Principals said to me: "The Mothers' day was one of the best things that has happened in our school. We had an interesting address from one of our best citizens and a good program on the part of the pupils. Then parents and teachers were introduced to each other and we felt that a closer bond of sympathy between parent and teacher was established."

SCHOOL DECORATION.

One of the days that we intended to have this year was Public School Decoration day. It was our intention to have a program with a view to creating an interest in artistic decoration of school rooms and grounds. During the coming year we hope to accomplish much in this direction. Every school room should have some good pictures neatly framed and properly placed upon the wall. Busts and statues of great men and great poets should be secured as far as our means will permit.

The schools can do much toward the cultivation of taste in the way of decorating rooms. I do not think it is setting a good example when we cover our walls here and there with advertising cards which represent all kinds of institutions. It is my opinion that no picture should be permitted upon the walls of the school room unless it is worthy of a neat frame. If the teachers would all adopt this rule it would add to the cultivation of good taste on the part of pupils, who catch the spirit of the school room decoration that they see and carry it to their homes.

THE EXPOSITION.

During two days and one evening at the close of school we held an exposition of the school work of the children, representing every grade and department. The display was tastefully arranged in the High School hall. Each school seemed to vie with the other in making the exposition most attractive. During the two days that the exposition was kept open more than 5000 people visited it. The pleasure and satisfaction expressed by the parents who saw the work was gratifying indeed to the teachers and the children. We met for the first time many of the parents, who could not be induced to visit the schools during the year. They could not, however, remain away when their children were so enthusiastic over the exposition.

Many of the children, and the teachers too, gave vent to such expressions as "Just wait until next exposition and see what we will show you!" The exposition is a great incentive to careful, accurate work on the part of the pupils. It gives the live teacher an opportunity to show his method of presenting subjects, his plans for teaching. If a teacher has an original idea, it will be seen in the work of the children. Again, the exposition brings before the people at one time, and in one place, the work of

every child and every teacher in the schools. For the time the school becomes the center of interest in the community. The exposition gives the pupil mementoes that are treasures in future years. Any student who has taken the pains and made a careful study in order to prepare the beautifully illustrated books in literature seen in the exposition this year will treasure these books as long as he lives. Improvement in all the activities of life is brought about through comparison. By means of the exposition one child compares his work with that of another. One teacher's methods can be compared with another teacher's methods. As a result all will strive to higher and nobler effort. It is needless to say that the exposition this year was a surprise to all who saw it. Much credit is due the principals and teachers for the interest they took and the taste they displayed in arranging and getting up the exhibit. The best results of the exposition I feel will be seen in neater and more accurate work on the part of the children throughout the coming year. When we say "Exposition" to them in the future they will know what the term means.

THE FANNIN SCHOOL.

The loss by fire of the Fannin School turned out 600 children and thirteen teachers. So prompt was the action taken that the children were out only one day. Provision for their instruction was made at once. The loss of this building caused inconvenience. Favorable comment was made at the time upon the promptness with which this difficulty was solved. The Taylor School and the lower floor of the High School divided time with the Fannin School. The children were not in school for quite so long a session as existed before the fire. However, good work was accomplished under the new condition. They received about four hours' instruction per day. At the close of the first term 90 per cent of these children were promoted, which fact is an indication that the discipline and instruction were maintained. The Board immediately let a contract for the reconstruction of the building and it will be ready for occupation in September.

MONTHLY PROMOTIONS.

The tendency of the Public Schools is to bring all intellects to a level. To avoid this, a system of monthly promotions has been instituted. The Principals and teachers have worked together

to discover those pupils each month who were able to do higher work than that of the grade in which they were located. An extremely active mind stagnates or turns its attention elsewhere unless work sufficiently difficult is placed before it. A monthly report of promotions was filed with the Superintendent, and from these reports I find that outside of the two regular periods for promotion the following promotions were made: The High School, 3; High School Intermediate, 5; Hamilton, 47; Longfellow, 34; Fannin, 38; Talor, 17; Dow, 19; Hawthorne, 96; Cascara, 31; Elysian, 16; making a total of 306 for the year. In the Colored Schools the promotions were as follows: High School, 12; First Ward, 8; Second Ward, 53; Douglass, 54; Fifth Ward, 7; Sixth Ward, 0; making a total of 145. Through this system of promotions we promote a pupil whenever he is ready to be promoted. This places each pupil where he finds at all times work suited to his development.

APPOINTMENT OF TEACHERS.

At the present time most of our teachers enter the school system as Supernumerary teachers. The Supernumeraries have been selected from the list of applicants making the highest records in the High School and upon the examinations for certificates to teach. The graduates of the High School have been given the preference over applicants who are non-residents. The appointments, however, have been made strictly upon merit, so far as merit can be determined through an examination. Though it is the case that applicants are chosen on the basis of merit and as far as practicable in order of standing in the examination, yet the public has never received a formal announcement of the matter, and much of my time during office hours has been taken up in meeting applicants and their friends every time a vacancy has occurred. I am of the opinion that occasionally teachers of exceptionally good standing, with unusual gifts and clearly superior attainments to the graduates of the High School, should be chosen to teach in our schools. By this means new light and life will be infused into our school system. Sometimes it is the case that one may have the highest record of scholarship in the High School and on the examination, and yet the health of such a person, or his disposition, might make it desirable to select someone else, not having quite so high a record of scholarship, but

possessed of good health, an even temper, and other necessary qualities to success. Therefore, I am of the opinion that in the future it would be well when a position for Supernumerary is vacant to take the ten names of graduates of the High School having the highest records and select from this list. After a year's trial as Supernumerary, if the teacher shows that his or her permanent appointment would not be for the best interest of the schools, such a name should not be further considered.

THE COLORED SCHOOLS.

There were enrolled in the Colored Schools of this city this year 2410 children. The Colored Schools had thirty-nine teachers, sixteen males and twenty-three females. There have been no expulsions from the Colored Schools during the entire year, and only two suspensions have been reported to my office. The complaints from parents have been very few indeed. The schools have been, in some instances, very much crowded, owing to the lack of room. I trust, however, that during the coming year provision will be made so that these crowded schools may be relieved. The Teachers' Institute for colored teachers has made a study of James' Psychology. The interested manifested by the teachers at each meeting this year has been very gratifying, indeed. The discussions indicated thorough preparation on the part of all. A greater number of teachers than ever before, I am told by those who have been in the Institute for a number of years, took part in the discussion. The High School has had an enrollment of 135 pupils, probably the largest enrollment of the colored High Schools in Texas. The work was placed upon the departmental plan for the first time in the history of our schools. The large enrollment in the High School is an indication, I take it, that the colored people of this city are appreciating more than ever the opportunity to secure an education. During the coming year I hope the Board will be able to secure the services of a thoroughly trained teacher of drawing and writing. I hope that at no distant day proper provision can be made for the teaching of domestic art and domestic science in the colored schools of this city.

CONCLUSION.

The school system has been at a disadvantage at times during the year, yet the principals and teachers have striven faithfully for the highest good of the children, and I am grateful for the earnestness shown by them in all our endeavors. I have tried to judge their work impartially and upon merit alone. For their loyal support in carrying out the Rules and Regulations and the Course of Study, I desire to express my high appreciation. To the Board of Trustees, I feel deeply grateful for their support, their sympathy and advice at all times so cheerfully given.

Respectfully,

W. W. BARNETT, Superintendent.

Graduates of the Houston Normal and High School.

OFFICERS OF THE ALUMNI ASSOCIATION.

Genevieve Johnson, '90.....	President
Jennie J. Settegast, '97.....	First Vice President
Louis N. Raphael, '97.....	Second Vice President
John DeLesdernier, '00.....	Recording Secretary
Mary Waterman, '98.....	Corresponding Secretary
Charles Doering, '97.....	Treasurer

Name and Residence.

Occupation.

1879.

Lucy Williams Brown,
Mrs. John W. Clark, Huntsville, Texas.

1880.

Bessie B. Bagby. Died 1894.

Mary Georgia Dumble,

Mrs. H. Baldwin Rice, city.

Joseph R. Mitchell. Died 1893.

1881.

Ella R. Richardson,

Mrs. Gustavus C. Street. Died 1890.

Eloise E. Szabo,

Mrs. Otto Witte, city.

1882.

Lillian B. Adey, city.

Lillie C. Burke,

Mrs. Richard P. Crawford, Fort Worth, Texas.

Gussie Howard, city.....,..... Teacher.

B. Rathburn Latham, city.

Avie Thomas,

Mrs. W. R. Mason, city.

1883.

Mary K. Baldwin,

Mrs. James Journey, city.

Jennie G. Dooley,

Mrs. C W. Cahoon, Dallas, Texas.

Daisy Finnegan,* New York City.

Elizabeth A. McNally,

Name and Residence.	Occupation.
Mrs. Andrew Dow, city. Died 1900...	
Edward J. Smallwood, city.....	Printer.
1884.	
Willie G Ashe. Died 1893.	
Amy M. Bering, city.	
May Blanton,	
Mrs. Frank W. Hill, Austin, Texas.	
Cora J. Jacobs,	
Mrs. Charles Alexander, city.	
Pearl Rich,	
Mrs. Sol B. Weil, city.	
Florence L. Russell. Died 1886.	
Hattie K. Swindell,	
Mrs. L. D. Washington.	
Ella N. Wolfe,	
Mrs. Clarence S. Reichman, city.	
Eugene Cabeen Blake, city.	
Edward W. Taylor Gray, Pittsburg, Pa.....	Electrician, Westing
1885.	house Co.
Mamie A. Coleman.	
Mrs. J. M. Collier, city.	
Arlette Cranford, city.....	Teacher.
Jessie Dunlop,	
Mrs. J. C. Florea, Stafford, Texas.	
Mary E. Dunlop,	
Mrs. W. A. Raymond, city. Died 1899.	
Bertha C. Gilbert,	
Mrs. Louis Lechenger, city.	
Robert C. Smallwood,* city.....	Physician.
1886.	
Ella S. Cage, city.	
Helen C. DeChaumes, city.....	Teach r.
Kate Dreaper,	
Mrs. Thomas McGonigle, city.	
Ratie M. Haber,	
Mrs. Abe Haber, Waco, Texas.	
Bertha F. Hartman,	
Mrs. Thomas Lawrence, city.	
Jennie M. Hunter,	
Mrs. Bernhardt Wall, Buffalo, N. Y.	
Fannie E. Levy,	
Mrs. Joseph Goldman, city.	
<hr/>	
*Dean Institute, Franklin, Mass.	
<hr/>	
*Graduate Pulte Med. Coll., Cincinnati, O.	

Name and Residence.	Occupation.
1890.	
Miriam Burgeheim, Mrs. Sol Braunig, city.	
Lena Candee, Mrs. B. B. Bassette, New Britain, Conn.	
Emma Duvernoy, city.....	Teacher.
Edith Dwyer, Mrs. Edith D. Wright, city.....	Teacher.
Genevieve Johnson, city.....	Teacher.
Bessie King, Mrs. Alb. H. Haywood, Porto Rico.	
George Moore, city.....	Stenographer.
Hester Mitchell, city.	
Fannie Sedgwick, city.	
Minnie Szabo, city.....	Teacher.
Belle Temby, Mrs. H. M. Cumming, city.	
1891.	
Mary Cato, city.....	Stenographer.
Emile Hartman, Temple, Texas.	
Tillie Hartman, Mrs. Paul J. Evershade, city.	
Mary Hartung, Mrs. H. H. Holtcamp, Seattle, Wash.	
Ida Nussbaum, city.....	Teacher.
Lillie Nussbaum, Mrs. L. Houseman, city.	
Josie Pippart, Mrs. F. H. Meyer, city.	
Mary Reichardt, Mrs. L. F. Schweikart, city.	
Blanche Rich, Mrs. C. D. Wolf, city.	
Leona Tryon, Mrs. B. S. Woodhead, city.	
Mamie DeWaal, Mrs. H. Duke, city.	
Ida Warner, Mrs. James W. Lockett, city.	
1892.	
Kate Dunn, city.....	
Jessie Fife, Mrs. H. M. Pease, New York City.	Teacher.
Bella Halff, city.	
Frances Liskow, city.....	

Name and Residence.	Occupation.
Mrs. L. Hunt, city.	
Cora Schoenmann, city.	
Lottie Scanlan, city.	
Bessie Spaulding,	
Mrs. Martin Ewing, Delta, Col.	
1893.	
Amanda Byrd, city.....	Teacher.
Cora M. Campbell, city.....	Teacher.
Richard Franklin, city.....	Attorney at Law.
Mary Gallochar, city.....	Teacher.
Pearl Guion, city.....	Teacher.
Maggie Hunter,	
Mrs. W. J. Kincaid, city.	
Annie Warner,	
Mrs. Dr. John D. Duckett, Florence, Ala.	
Eva Winne, city.....	Teacher.
1894.	
Mamie Bastian, city.....	Teacher.
Frank Berry, city.	
Gertrude Bleakney,	
Mrs. Patrick M. Doyle, Cuba, Wis.	
Eva Burns, city. Died 1900.	
Katherine Campbell, city.	
Elizabeth Clemens,	
Mrs. E. S. Humphrys, Chicago, Ill.	
Clintie Cockrell,	
Mrs. J. P. Keithly, city.	
James Sedgwick, city.....	Student Union Theolog.
	Sem., Richmond, Va.
Fannie Simpson, city.....	Teacher.
Vive DeLesdernier, city.....	Teacher.
Jennie Sullivan, city.....	Teacher.
Karoline Tusch,	
Mrs. Charles Tinsley, Chicago, Ill.	
*University of Maryland.	
1895.	
A. Earl Amerman, city.....	Attorney at Law.
Nona Amerman, city.....	Teacher.
Carrie B. Beasley,	
Mrs. Charles A. Hooper, Navasota, Texas.	
Edith M. Bradley, city.....	Teacher.
Paula C. Doering, city.....	Teacher.
Valina D. Gieseke, city.	
Innerarity Wilson,* city.....	Attorney at Law.

Name and Residence.	Occupation.
Mamie E. Griffin, city.....	Stenographer.
Lucy B. Harrison,	
Mrs. Fred S. Brooks, Sherman, Texas.	
Annie E. Hewes, city.	
Mary H. Hogan, city.....	Teacher.
Clara E. Huebner,	
Mrs. C. W. Maggard, city.	
A. Jane Hutchins, city.....	Teacher.
Mamie Lubbock,	Teacher.
Virginia R. Kidd,	
Mrs. Charles N. Dunlap, city.	
Esther Loeb,	
Mrs. Joe Ehrenfeld, city.	
Catherine H. Marti, city.....	Teacher.
Rosie Opet,	
Mrs. S. W. Baernstein, Groesbeeck, Texas.	
Annie R. Penny, city.....	Teacher.
Alice M. Powell, city.	
Minnie Ross,	
Mrs. H. H. Gordon, St. Louis, Mo.	
Alice W. Rushmore,	
Mrs. William Cumming, city.	
Emma D. Sauter,	
Mrs. Bert L. Turner, city.	
Martha C. Shelby, city.....	Teacher.
Julia J. Sternenberg, city.....	Stenographer.
Fannie M. Swain, city.	

1896.

Louise Cabaniss, city.	
Marion A. Charlton,	
Mrs. William J. Settegast, city.	
Mary E. Cunningham, city.	
Virginia T. Gordon,	
Mrs. R. T. Coons, city.	
Edith R. Hull, city.	
Cordelia Noble, city.	
Sallie Opet,	
Mrs. Albert Chimene, city.	
Otto L. Pietzner, city.....	Attorney at Law.
Blanche D. Pyle,	
Mrs. John F. Ryan, city.	
Libbie L. Raphael,	
Mrs. Dr. J. H. Sampson, city.	
Bessie J. Scharpe, New Orleans, La.	
Bertha G. Stewart,	
Mrs. W. J. Kuhnell, city.	

Name and Residence.	Occupation.
John W. Stewart, city.....	Attorney at Law.
Maggie Sullivan, Mrs. Edgar Murphy, city.	
Coral C. Vinson.	
Joseph C. Vinson.	
Elizabeth Warner, city.	
Lillah R. Winne, Mrs. Harold Woodhead, city.	

1897.

Vera B. Barber, Mrs. E. M. Champion, city.	
Decherd Calvert, city.	
Charles N. Campbell.	
Charles A. Doering, city.	
Thomas Fletcher.....	Tutor Univ. of Texas.
Alberta I. Fox, city.	
George C. Gaines, city.	
Erma M. Gill, city.....	Teacher.
Margaret C. Ideson, Mrs. Henry Ladd, Austin, Texas.	
Althea Jones, city.	
A. May Jones, Mrs. John N. Steele, city.	
Lillian Lea, city.	
Addie McDaniell, city.	
Adelia M. McGowan, Mrs. George C. Gaines, city.	
Bertha A. Nussbaum, city.	
Tulla C. Odencrantz.	
Adelaide Polsgrove, Mrs. O. V. Colvin, Colorado, Texas.	
Louis N. Raphael, city.	
Rosa D. Rowan, city.....	Teacher.
Clara C. Schmidt, city.....	Teacher.
Jennie J. Settegast, city.	
Elizabeth K. Stephens, city.	
Edna J. Tuttle, city.	
Edith B. Wilcox, city.....	Teacher.

1898.

Clark W. Breeding, city.	
Frederick Clemens, city.	
Annie G. Dissen, city.	
Elizabeth A. Dwyer, city.	
Lydia L. Ebdon, city.	
Susie E. Edmonds, city.....	Teacher.

Name and Residence.	Occupation.
Laura S. Franklin, city.	
Lou Ella Friedenhaus,	
Mrs. D. O. Folk, city.	
Etta F. Grimes, city.....	Teacher.
Frances M. Hogan, city.	
Mildred S. Howard, Memphis, Tenn.....	Stenographer.
Geneva M. Little, city.....	Teacher.
Nellie A. Mather, city.....	Teacher.
Henrietta S. McGowen, city.....	Stenographer.
Beatrice M. Moskowitz, city.	
Edith A. Munger, city.....	Teacher.
Charles S. Oliver, city.	
Sylvester E. Riordan, city.	
Ena F. Robb, city:.....	Teacher.
Norman T. Robertson, city.....	Student Univ. of Texas.
Bertha R. Schoverling, city.....	Teacher.
Mabel Seddon, city.....	Teacher.
Louise Smith, city.	
Hulda C. Stille, city.	
Maybel Sweet,	
Mrs. Jerome Swinford.	
Sam T. Swinford, Jr., city.	
Marian Walker, city.	
William H. Ward, city.....	Student Univ. of Texas.
Mary L. Waterman, city.	
Edna D. Woolford, city.	
Certificate:	
Nettie H. Lockart, city.	

1899.

Juanita Allen, city.	
Annie P. Barron, city.....	Teacher.
Annie E. Bearden,	
Mrs. Frank D. McIntyre, city.	
Frank Black, city.	
Ella M. Blaffer, city.	
Gwyn Briscoe.	
Madie Briscoe.	
Josephine Catron, city.	
Freddie Cawthon, city.....	Teacher.
Elizabeth Chapman,	
Mrs. Julian Wright, city.	
Estelle F. Golibart, city.	
Haitie L. Gribble, city.....	Teacher.
Nannie L. Hanna, city.....	Teacher.
Mary O. Hotchkiss, city.	

Name and Residence.	Occupation.
Julia B. Ideson, city.....	Student Univ. of Texas.
Sadie S. Jones,	
Mrs. I. L. Campbell, city.	
Mildred A. Kennedy, city.....	Teacher.
Clara Kocher,	
Mrs. Charles H. Duncan, city.	
Melissa D. Miller,	
Mrs. O. F. Bartine, city.	
Ella L. Mulvihill, city.	
Margaret Obermueller, city.....	Teacher.
Blanche L. Paschal, city.....	Teacher.
Emily Rawlings	Student Univ. of Texas.
Fannie P. Schoeverling,	
Mrs. Clyde H. Henry, city.	
Vera Strong, city.	
M. Mabel Tharp, city.	
Virginia Waldo, city.	
Lula Waldo, city.	
Mabel S. Windle, city.....	Teacher.
Fred E. Bradley.....	Stud. Leland Stanford.
George L. Charlton, city.	
Alva B. Court.....	Naval Acad., Annapolis.
Stafford G. DeLesdernier, city.	
Randon Porter, city.	
Leopold G. Sam, city.....	Attorney at Law.
Maurice Wolf, city.	
1900.	
Edna J. Anderson, city.....	Student Univ. of Texas.
Margaret Barrus, city.	
Kate Bringhurst, city.....	Student Univ. of Texas.
Mabel G. Clark, city.	
Mattie E. Clark, city.	
Josie A. Coghlan, city.	
Eva E. Edmonds, city.	
Ruth A. Finch, city.	
Emma C. Gaines, city.....	Teacher.
May C. Golibart, city.....	Teacher.
Mebone R. Hall, city.	
M. Blake Hartwell, city.	
Ruth I. Iankes, city.	
Myrtle L. Jackson, city.	
Alice Kennedy, city.	
Frances Kate Lea, city.	
Sarah A. McGowen, city.	
Lavinia Namendorf, city.....	Student Univ. of Texas.
J. Louise Oliver, city.	

Name and Residence.	Occupation.
Julia M. O'Leary, city.	
Bessie T. Pruett, city.....	Teacher.
Ouida P. Queen, city.	
Annie P. Roberts, city.....	Teacher.
Elsie A. Scheultz, city.....	Teacher.
A. Jewel Schiller, city.....	Teacher.
Emily M. Scott, city.....	Teacher.
Rosa Belle Schram, city.	
Alvina F. Streit, city.....	Teacher.
Rizella M. Taub, city.....	Teacher.
B. Jessie Tharp, city.	
Mary W. Waters,	
Mrs. W. C. Coleman, city.	
Nellie E. Yorty, city.....	Teacher.
Enga M. Arnold, city.	
Francis W. Bailey, city.....	Librarian Carnegie Lib.
Charles Craig Belk, city.	
Harold E. Borton, city.	
Charles M. Breeding, city.	
John R. DeLesdernier, city.	
Charles Arthur Dwyer, city.	
Harwood H. Fawcett, city.	
Roy H. Miller.....	Student Univ. Chicago.
William George Priester, city.....	Student Louisville Med.
Henry H. Sanders, city.	Coll., Louisville, Ky.
William G. Sanders, city.	
H. St. John Wagggaman, city.	
F. Carrington Weems, city.	
Roscoe Wilson, city.	

1901.

Mary P. Alsbury, city.
Lodema A. Barnes, city.
Clara M. Carter, city.
Mabel S. Davis, city.
Th. K. Ebdon, city!
Bessie E. Graham, city.
Clementine Grumbach, city.
Dot B. Harrall, city.
A. Delano Hartwell, city.
Violet M. Hoskins, city.
S. Louise Huckabee, city.
Mary R. Johnston, city.
Carlotta C. Jones, city.
Florence L. Kerr, city.
M. May Kirlicks, city.

Name and Residence.	Occupation.
Bertha Loewenstein, city.	
Mary B. McAshan, city.	
M. Kathryn McCarter, city.	
Augusta F. Malmgren, city.	
M. Mabel Maney, city.	
Bertha L. Monaghan, city.	
Winnifred J. Mulvihill, city.	
Feeney M. Murphy, city.	
Clara M. Orr.	
Mrs. Charles K. Bowen, Jasper, Texas.	
Josephine A. Pastoriza, city.	
Alpha G. Pettis, city.	
Adele Porter, city.	
Mary E. Rankin, city.	
M. Elizabeth Riley, city.	
Emma Scherffius, city.	
Margaret O. Seddon, city.	
Anne Marie Stiles, city.	
Madge Stinde, city.	
Louise Waggaman, city.	
J. Gertrude Whited, city.	
M. Estelle Wilson,	
Mrs. H. W. Anderson, city.	
Mary A. Yates, city.	
Charles Henry Amerman, city.	
Wallace R. Campbell, city.	
John Dreaper, city.	
Dan Oliver Fitzgerald, city.	
Charles D. Folse, city.	
Henry H. Ford, city.	
Alexander Keller, city.	
William T. Long, city.	
S. Franklin Noble, city.	
Louis Charles Phelps, city.	

GRADUATES OF COLORED HIGH SCHOOL.

1896.

Wright Mungen City Mail Carrier.

1897.

Charles Jackson, Chicago Student.
 Samuel Davis, city Porter.
 Pinkie Cooper, city.

Name and Residence.

Occupation.

1898.

Pauline Peacock, city.
Emily Scoggins, city.....Teacher.
Loretta Nilson, city.
Annie White, city.....Teacher.
Ella Taylor, city.....Teacher.

1899.

Elijah P. Allen, Galveston.
James R. Johnson, city.
Leon Marsh, Philippines.....Soldier.
Dallie E. Miller, city.....Teacher.
Mamie P. Williams, city.....Teacher.
Bessie Kyle, city.
Clara Bazley, city.
Wessie M. Grimes, city.....Teacher.
Olive Perry, city.....Teacher.

1900.

Lucius V. Harrison, Bryan.
Richard Locket, Atlanta.....Student.
Oscar Spencer, city.
Frankie Johnson, city.....Supernumerary.
Julia Chambers, city.
Maggie Whitherspoon, city.
Elizabeth McCullough, city.

1901.

Gus Davis, city.
Emma Todd, city.
Mamie Arnold, city.
Tennessee Milligan, city.
Trula Jones, city.
Bell Franklin, city.
Georgia Buckner, city.
Ruth Pratt, city.
Viola Polk, city.
Olletta McCloney, city.
Minnie Brock, city.
Nobie Cheatham, city.

TREASURER'S REPORT.

REPORT FROM AUGUST 31, 1900, TO AUGUST 31, 1901.

RECEIPTS.

Balance August 31, 1900.....	\$2,150 09
From State apportionment.....	40,337 00
From county apportionment.....	1,061 50
From city apportionment.....	75,671 31
From tuition fees.....	1,595 01
From insurance	30,261 07
 Total	\$148,925 89

DISBURSEMENTS.

To teachers' account	\$88,265 82
To supervision	3,542 27
To rent	1,980 10
To repairs	35,882 47
To furniture	278 40
To scholastic census	486 66
To supplies	3,649 14
To fuel	568 77
To insurance	808 40
To printing	849 54
To janitor	7 046 41
To labor and hauling.....	45 85
To sanitation	2,488 79
To light	60
To treasurer's commission	364 13
To freight	21 09
To maps	22 06
To advertising	9 80
To election expense	123 00
To architects' fees	1,436 38
To notary public fees.....	3 50
 Total	\$147,873 12

Comment on Above Report

Twenty-one thousand six hundred dollars of the above disbursements was from the years 1899 and 1900. The \$3,542.40 for supervision is a portion of the salary for the year 1899-1900 and part of the salary for the year 1900-1901. The \$35,882.47 for repairs in a large measure was spent in rebuilding the Fannin School, lost by fire, and also includes repairs due to the September storm and repairs made during this summer and all during the year. A portion of the \$88,265.82 teachers' account is from the previous year.

J. J. Settegast,
Treasurer.

1701 1/1/1910
1100 852

COURSE OF STUDY FOR THE HOUSTON PUBLIC SCHOOLS.

PRIMARY AND INTERMEDIATE GRADES.

READING AND LITERATURE.

First Grade—Low Division.

Use the Readers furnished by the Trustees. The word and sentence method from black-board and charts. The idea, the spoken word, the written or printed word, and its appropriate utterance.

First Grade—High Division.

Use the Readers furnished by the Trustees. Complete one of the First Readers.

Second Grade—Low Division.

Use the Second Readers furnished by the Trustees. New words pronounced and their meanings made familiar by use before beginning to read. Names of punctuation marks found in reading lessons. Use Aesop's Fables.

Second Grade—High Division.

Use the Second Readers furnished by the Trustees. Complete one of the Second Readers. Use Aesop's Fables.

Third Grade—Low Division.

Use Third Readers furnished by the Trustees. Preparation as in previous grade. Names of punctuation marks found in reading lessons. Use Grimm's Fairy Tales and Hans Anderson's Stories.

Third Grade—High Division.

Use the Third Readers furnished by the Trustees. Scudder's Fables and Folk Stories are to be read.

Fourth Grade—Low Division.

Use the Fourth Readers furnished by the Trustees, and read "Black Beauty, the Autobiography of a Horse."

Fourth Grade—High Division.

Use the Readers furnished by the Trustees. Complete one of the Fourth Readers, and read Hawthorne's Wonder Book, R. L. S., No. 17.

Fifth Grade—Low Division.

Read Biographical Stories, Child Life in Poetry, Mark Bailey's "How to Read," articles in Appleton's Fourth Reader. The teacher should read "How to Teach Reading in the Public Schools," by S. H. Clark, Chicago University.

Fifth Grade—High Division.

Read Ruskin's "King of the Golden River," R. L. S. 126; Lamb's "Tales from Shakespeare," No. 65, R. L. S.

Sixth Grade—Low Division.

Morse's "Importance of Good Manners," to be read to the pupils by the teacher and discussions to follow by pupils and teacher (three lessons). "The Courtship of Miles Standish." Another classic to be furnished by the Board.

Sixth Grade—High Division.

Read "Tales from a Wayside Inn," No. 34, R. L. S.; Longfellow's "Evangeline," R. L. S. The teacher will find an excellent critique on Evangeline in the Chautauquan, January, 1900. Another classic to be furnished by the Board.

Seventh Grade—Low Division.

Washington's Rules of Conduct to be furnished from the Superintendent's office. (Two recitations.) In the Seven American Classics read the Legend of the Sleepy Hollow, The Song of Marion's Men, The Death of the Flowers, The Flood of Years, read The Lady of the Lake, Cantos I, II, III, R. L. S. 53. Divide the time between Lady of the Lake and American Classics.

Seventh Grade—High Division.

Read Lady of the Lake, Cantos IV, V, VI. In the Seven American Classics read the Great Stone Face, The Building of the Ship, Snow-bound, The Ballad of the Oysterman, The Height of the

Ridiculous, The Boys; read Tales of Chivalry from Scott, Webster's Bunker Hill Oration.

REMARKS.

In teaching reading and literature, during the first four years, the child should gain mastery over the printed page. There are four values to be considered. Reading furnishes an opportunity to increase the child's vocabulary. The new words in the lesson should be learned from their setting or from the dictionary. The meaning of no word should be sought from the dictionary if its meaning can be gained from the use of the word in the sentence. Ruskin says in *Sesame in Lilies*, "I can tell you earnestly and authoritatively, you must get into the habit of looking intensely at words and assuring yourself of their meaning, syllable by syllable, nay letter by letter. You might read all the books in the British Museum and remain an utterly illiterate, uneducated person, but if you read ten pages of a good book, letter by letter, that is to say, with real accuracy, you are forevermore in some measure an educated person. The entire difference between education and non-education, consists in this accuracy. A well educated person may not know many languages, but what he knows he knows precisely, whatever word he pronounces he pronounces rightly. The accent or turn of a single expression will mark a scholar at once." No teaching can make reading interesting, or instructive, when the pupil must struggle with the meaning and pronunciation of the words during the oral reading. Reading must be something more than the work of the vocal organs. The words should be taught, not for the sake of increasing the child's vocabulary, but that he may master the thought.

Second. Reading and literature should be considered from the aesthetic side. There is no excuse for reading anything that does not come from the hand of a master. Test every selection in the reader by the question, Is this literature? For literature is thought and sentiment so expressed that it pleases by its form or content for a generation after an author's time, or for all ages. Give the pupil complete selections. Look over the index in the reader and see what selections are literature, and spend the time on these. We are to teach children to love reading.

Third. Literature is ethical as well as aesthetic in its nature. In the teaching of reading and literature we have the best oppor-

tunity for impressing ethics in a natural way. The child sees the lesson of self-denial lived in the story and carries it home with him. The teachings of literature are therefore natural, not forced. In taking up one of these masterpieces, the teacher should study out the underlying principle which runs through the story. The child must be led to discover for himself the ethics involved. Telling is not teaching. There is no joy like the joy of discovery.

Fourth. Reading should be a means for mental discipline. Too often reading is mere word calling. "He left out *the* and put in *and*." "She didn't let her voice fall at the period." These statements tell a story, they are too significant to need discussion. Pupils should be taught to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression. Let each paragraph be analyzed and stated in the pupil's own language in the fewest words possible. Let the pupil tell the story, get him to see the pictures, arouse and quicken the imagination, bring into play his judgment, let him compare the thoughts presented, compare this unit with other units. In the language of another, that which we desire the pupil to learn we will cause him to state in a hundred different forms in order to be sure that he has really made it his own. *Every poem or prose selection should be read at least three times by the pupil.*

ARITHMETIC.

First Grade—Low Division.

Numbers from 1 to 9, inclusive; addition, subtraction, multiplication and division, taught by means of objects. Use the Speer blocks; and the simple measures, such as pint. The teacher should refer to Griffin's Supplementary Work in Arithmetic, Wentworth's and Reed's Primary Numbers, Woodward's Number Stories, Badlam's Aids to Numbers.

First Grade—High Division.

Numbers from 9 to 15, inclusive, as in the previous term. Writing and reading numbers to 1,000. Adding numbers, the sum not exceeding three orders, and the sum of any column not

greater than 30. Easy problems in subtraction, each figure of the subtrahend being smaller than the corresponding figure of the minuend. Coins from 1 cent to 1 dollar, the inch, the foot, the pint, the quart, using the measures.

Second Grade—Low Division.

Review the work of the First Grade. Numbers from 15 to 30. Facts discovered by pupils, and tables formed. Writing numbers consisting of four orders. Subtraction, some figures of the minuend not being so large as the corresponding figures of the subtrahend. Addition of numbers, the sum of any one column not greater than 50. Fractions 1-2, 1-3, 1-4, 1-5. Roman numerals to L.

Second Grade—High Division.

Addition and subtraction continued with numbers consisting of four orders. Multiplication and division tables formed by pupils, using educative objects. Easy problems in multiplication, the multiplier not exceeding 5. Division, the divisor being 5 or less than 5. Caution: *Do not teach long division using a divisor containing one figure.* Roman numerals to C. Measures.

Third Grade—Low Division.

White's First Book of Arithmetic, part 1 to page 49.

Third Grade—High Division.

White's First Book of Arithmetic, from page 49 to page 86.

Fourth Grade—Low Division.

Review division and complete White's First Book to page 100.

Fourth Grade—High Division.

Complete common and decimal fractions. White's First Book to page 147.

Fifth Grade—Low Division.

Review common fractions, White's First Book to page 143.

Fifth Grade—High Division.

Complete White's First Book and review, using new problems for the review.

Sixth Grade—Low Division.

White's Complete Arithmetic, page 37 to page 138. Omit United States money.

COURSE OF STUDY.

Sixth Grade—High Division.

Page 138, to page 230. Omit the metric system, mensuration, stocks and bonds.

Seventh Grade—Low Division.

White's Complete Arithmetic, from page 230 to page 290.

Seventh Grade—High Division.

White's Complete Arithmetic, page 290 to page 326. Teach mensuration omitted in the Sixth grade.

REMARKS.

The purpose in teaching Arithmetic should be close observation, exact statement, complete analysis, practical knowledge, accuracy, rapidity and neatness. Problems which merely perplex and exhaust the pupil should be avoided. Much time might be wasted on problems that have no connection with life. Principles can only be learned by teaching many, many problems that illustrate these principles. Much time can be wasted by sending ten or twenty pupils to the blackboard at one time. Let one pupil be sent to the board, have him talk to the class as he proceeds, and unless he can make it clear to the class how, and why, he proceeds, call some one to take his place. Having one pupil at the board concentrates the attention of the entire class, and greater progress will be made in the end. Every pupil in the class must be made to feel that he may be called upon at any moment to take the place of the one at the board.

SPELLING.

First Grade—Low Division.

Oral spelling of words from reader or blackboard. Copying words and sentences. Writing words and sentences from dictation. Teach the macron and breve sounds of the vowels; consult the diacritical chart to be furnished. Words from all the subjects taught.

First Grade—High Division.

Continue the work of the Low First. Have children make a dictionary of the words used during the term. Give constant

practice in oral spelling, so that pupils may spell promptly and correctly.

Second Grade—Low Division.

Oral, written and phonetic spelling of words from all the subjects taught, silent letters marked, accented syllables indicated, the macron and breve sounds of the vowels.

Second Grade—High Division.

Follow the same plan as in the Low Division. Be sure that children understand the meaning of the words.

Third Grade—Low Division.

Oral, written and phonetic spelling of words from all the subjects taught. Silent letters marked, accents indicated, the diaeresis sound of the vowels, and review the macron and breve sounds of the vowels.

Third Grade—High Division.

Continue as in the Low Division. Review the sounds taught and teach the caret sounds of the vowels. Study division of words into syllables; see that pupils can distinguish a syllable.

Fourth Grade—Low Division.

Words and definitions from the literature, geography, history and language, both oral and written spelling; the written spelling to predominate. Review the diacritical marks of the preceding grades, and teach the marked sounds of "c" and "g"; teach the sub-diaeresis sounds of the vowels.

Fourth Grade—High Division.

Spelling book, Benson's Practical Speller No. 2, to lesson 55. Teach the tilde sounds of the vowels and the marked sounds of "s" and "x."

Fifth Grade—Low Division.

Benson's Speller No. 2 to lesson 110. Oral and written spelling, written spelling to predominate. Careful study of pronunciation. Teach the period and sub-period sounds of the vowels. Review all other sounds taught in previous grades; drill constantly on marked sounds.

Fifth Grade—High Division.

Benson's Speller No. 2 to lesson 165. Teach words from the

literature, geography, history, arithmetic. Teach the macron "th," sub-macron "n," and tilde "n." Review all other sounds taught.

Sixth Grade—Low Division.

Benson's Speller No. 2 to lesson 219. Review the diacritical chart; the pupils should now be able, after a month's drill, to pronounce any word in the dictionary.

Sixth Grade—High Division.

Benson's Speller No. 2, lesson 219 to lesson 270. Other words taught from the literature, arithmetic, history and geography. Especial attention to be given to perfecting the pupil in his knowledge and use of the marked sounds of the language. He should now be able to give any sound as soon as he sees it marked.

Seventh Grade—Low Division.

Special attention to be given to the etymology of words, spelling and pronunciation of words in the literature, history, geography. A review of the diacritical charts.

Seventh Grade—High Division.

Words from the literature and other subjects. The pupil at this stage should be able to consult the dictionary in an intelligent manner. He should know thoroughly the marked sounds of the English language. He should be able to select apt definitions on consulting the dictionary.

REMARKS.

The pupils should be given both oral and written spelling, the written to predominate. They should be trained to spell no word when in doubt. The doubt should be removed by consulting the dictionary. Pronunciation should not be taught by imitation alone. If the diacritical marks are well taught the pupil can pronounce for himself. Do not undertake to teach all the words in the Speller. Select and teach thoroughly a few words at each lesson.

GEOGRAPHY.

First Grade—Low Division.

Use, as a basis, "Skyward and Back," by Robinson. Nature study as directed through the grade meetings.

First Grade—High Division.

Continue the work as begun in the Low Division.

Second Grade—Low Division.

In addition to the nature study, read to the children, or tell them, the substance of "Jane Andrew's Seven Little Sisters Who Lived on the Round Ball." Use the story as a basis for Language work. Illustrate the stories on a globe having continents and seas outlined, locate and represent the home of each little girl.

Second Grade—High Division.

Use as a basis Payne's Geographical Nature Studies, first half of the book; where it is possible, illustrate by objects, or by observation of nature.

Third Grade—Low Division.

Use as a basis Payne's Geographical Nature Studies, same as in High Division, Second Grade.

Third Grade—High Division.

Rand-McNally's Elementary Geography to lesson 22. Map drawing upon blackboard and paper. Sand modeling of maps. Read to the class "Glimpses of the World."

Fourth Grade—Low Division.

Rand-McNally's Elementary Geography from lesson 22 to lesson 38. Read to the class the "Home and School." Map drawing, as in previous grade.

Fourth Grade—High Division.

Rand-McNally's Elementary Geography, lesson 38 to lesson 50. Read to the class "This Continent of Ours." Map drawing.

Fifth Grade—Low Division.

Rand-McNally's Elementary Geography. Complete the book. Read to the class "The Four MacNicol's." Map drawing.

Fifth Grade—High Division.

Rand-McNally's Grammar School Geography. Begin on page 44, United States, and end with Central States, page 83. Have modeling in sand. Map drawing on blackboard and on paper. Read the "Voyage of the Yacht Sunbeam." Draw map of the voyage.

Sixth Grade—Low Division.

Rand-McNally's Grammar School Geography, Central States to Europe, page 110. From page 177 to page 186, Geography of Texas in connection with Texas History. Read to the class "Our American Neighbors." Have pupils write letters to children in other cities.

Sixth Grade—High Division.

Rand-McNally's Grammar School Geography, Europe, page 110 to page 157. Read to the class "Europe, Our World and Its People" series.

Seventh Grade—Low Division.

Rand-McNally's Grammar School Geography, page 5 to page 39. Read to the class Jules Verne's "Tour of the World in Eighty Days." Make a progressive map on the blackboard, showing the voyage of Phineas Fogg. Have pupils make the same map on paper each day.

REMARKS.

Geography is one of the most enjoyable subjects, or one of the most uninteresting subjects imaginable, depending entirely upon the teacher and the way he presents the subject, the books he reads from, and the appliances he uses. Fact teaching will never fill any one with enthusiasm. There are two elements to be considered in teaching geography—one is the place element, and the other is the causal element. The teacher who dwells mostly on place element will not develop the child's power of reasoning.

Boundaries of States, length of rivers and location of cities are useful enough in themselves, but the reason for the location of a city is more important than the location itself. England is a great manufacturing country; this fact is worth knowing, but *why* England is a great manufacturing country is more important.

In addition to the use of text-books, the teacher must use a

large supply of pictures, guide books, maps, books of travel and history, geographical readers, and make frequent use of the sand-board map modeling, and progressive maps. To obtain the best results it must be closely correlated with the work in history.

ENGLISH LANGUAGE AND ENGLISH GRAMMAR.

First Grade—Low Division.

Conversation about objects with which children are familiar. Reproduction of short stories and folk lore. Lessons in dictation. Use of *am*, *is* and *are*, *was* and *were*, *has* and *have*, *may* and *can*. Try to develop ease and freedom of expression on the part of the pupils, which can only be done by practice. Correct mistakes made in talking. Have children tell in their own language the thought in the poems memorized. Use Hiawatha as a basis of oral and written work. Select poems from Primary Language Series, by Alice Cooley.

First Grade—High Division.

The sentence, statements and questions, use of period and question mark, use of capital at beginning of sentence, proper names and initials, studying and committing to memory short selections, easy dictation, story writing based on reading. Cooly L. S.

Second Grade—Low Division.

Easy stories and fables reproduced. As in the first year, oral work should predominate, thought getting should precede the expression of thought. Use the work in nature, reading and literature, history and geography, as a basis of the language work of the grade.

Second Grade—High Division.

Reproduction of parts of the reading lesson, history, geography, reading and literature. Teach such abbreviations as Mr., Dr., St., Ave. Watch the child carefully and determine what are the common errors. Give such work in the use of correct form as will eradicate them. Definite outlines of the work to be furnished through the grade meetings.

Third Grade—Low Division.

De Garmo's First Language Book to page 36. It will be necessary to supplement the work of the book. Oral lessons in nature, geography, history, reading and literature, and written reproductions of stories from the foregoing. Write a number of simple letters, either from dictation or originally, teaching form, heading, body, sub and superscription. Teach how to copy poetry, teach the abbreviations A. M., P. M., P. O., ct., doz., No., U. S., Co.

Third Grade—High Division.

De Garmo's First Language Book, page 36 to page 75. Let it be kept in view that perfect oral expression is to be the object sought in this grade, as well as during the two preceding grades. Reproduction of stories from geography, history, reading and literature and nature. Dictation lessons.

Fourth Grade—Low Division.

De Garmo's First Language Book to page 107. Continue oral and written reproduction as in the previous year, and increase the written work materially. Study the paragraph, and teach the elementary principles of using a dictionary.

Fourth Grade—High Division.

Complete De Garmo's First Language Book. Teach the use of the possessives, and how to paragraph. Use of the dictionary.

Fifth Grade—Low Division.

De Garmo's Language Book No. II to page 46. Dictation of choice English, selections containing not more than fifty words at a lesson; copying of good English from the best writers, selections to contain not more than a hundred words for a lesson; careful criticism of this work. Letter writing, friendly letters from pupils to pupils, in this city and other cities. Special attention given to paragraphing.

Fifth Grade—High Division.

De Garmo's Language Book II, page 46 to page 75. Continue letter writing, letting the pupils write to real persons, not to imaginary ones. The letter writing should be for the purpose of acquainting the pupil with the mechanical parts of letter writing, and to satisfy a desire for information. Reproduction of

some of the biographical stories and narrative poetry. Copying of choice English, selections to contain not more than a hundred or a hundred and fifty words for a lesson. Dictation of beautiful thoughts from the best writers, selections to contain not more than fifty words for a lesson.

Sixth Grade—Low Division.

De Garmo's Language Book II, page 75 to page 134. Special attention to be given to the paragraph. Dictation of choice English, a lesson to contain not more than fifty words. Copying of choice English, selections to be found in the appendix of this report for copying and dictation. Letter writing as in the Fifth Grade. Use Supplementary Course, page 72 to page 81, School Report, 1900-1901.

Sixth Grade—High Division.

De Garmo's Language Book II, page 134 to the end of the book. Reproduction of the most interesting portions of the literature used in the grade. The teacher is referred to the appendix, School Report, 1900-1901.

Seventh Grade—Low Division.

Whitney and Lockwood's English Grammar, instructions concerning the amount of work to be done, to be given to teachers through the grade meetings.

Seventh Grade—High Division.

Whitney and Lockwood's English Grammar, the amount of work to be done will be signified through the grade meetings. In teaching this Grammar, the parts of speech are divided into too many classes in some instances; it should be determined in the grade meetings how many subdivisions of the parts of speech shall be taught. Composition work in the way of reproduction and original work, dictation of choice passages of English.

HISTORY.

First Grade—Low Division.

Use "Stories of Indian Children," stories of Hiawatha. Teach in connection with Language.

First Grade—High Division.

Use stories from Hiawatha; special attention to his childhood, the home, religious and tribal life of the Indians. Represent Hiawatha's life in every way that will bring to the children a picture of the childhood of an Indian boy. Bring in any Indian relics available that bear on the point.

Second Grade—Low Division.

Continue study of Hiawatha, use the Hiawatha Primer. Hiawatha's fasting and resting with Mondamin. Lead the child to see the high ideal he had in fasting and praying, and the good he brought the people. Relate simple stories of Pocahontas and Powhatan. Observe historic holidays.

Second Grade—High Division.

The story of Washington, Daniel Boone, William Penn's treaty with the Indians.

Third Grade—Low Division.

The "Story of Longfellow." The "Story of Lanier."

Third Grade—High Division.

Use "Texas History Stories." Observe historic days. The story of Cynthia Ann Parker.

Fourth Grade—Low Division.

The "Story of Hawthorne," to be read to the class and reproduced in connection with the "Wonder Book." Limit the reproduction to one hundred words. Story of the Battle of Plum Creek, to be furnished from the Superintendent's office.

Fourth Grade—High Division.

Read to the class "Stories of Great Americans for Little Americans." The Alamo and Thermopylae.

Fifth Grade—Low Division.

Eggleson's "First Book in American History." The story of Austin's colony. William Penn and Stephen Austin compared. Consider carefully the ethical teachings in Eggleson's "First Book in American History." Not more than six dates to be impressed on the pupil's mind.

Fifth Grade—High Division.

Eggleson's "First Book in American History" to be completed. Sam Houston at the Battle of Tohopeka, in connection with the life of Jackson in Eggleson's "First Book in American History."

Sixth Grade—Low Division.

Pennybacker's "History of Texas." Owing to the fact that four and a half months are spent on this book, it will be necessary to select the more important events treated in the book. An outline of these events will be found in the appendix of the School Report, 1900-1901. Teach the history of the city of Houston and vicinity. Illustrate the battles with pictures and maps; have drawings and outlines on the blackboard. Use a good map every day. Connect Texas History with United States History. Compare with similar events in the world's history. Have debates. Teach no fiction as history. Read to the class "With Bowie and Crockett in Texas."

Sixth Grade—High Division.

Cooper, Estill and Lemmon's "History of Our Country." Illustrate the text with maps and pictures as much as possible. Have a list of topics for each recitation, keep on the blackboard before the class.

Seventh Grade—Low Division.

Cooper, Estill and Lemmon's "History of Our Country." Teach by the topic method, bring in such poems as "Paul Revere's Ride" to impress the events more vividly. Use maps and pictures. Have as many different histories for reference books as possible.

Seventh Grade—High Division.

Cooper, Estill and Lemmon's "History of Our Country" to be completed. Follow the directions of Low Seventh. Read to the class such books as will throw light on the period to be taught.

REMARKS.

"A life long aversion to history is often produced by the lack of a proper beginning." To make a success of history teaching one must provide himself with many text-books, pictures, maps, that will throw light on the subject. He must know more than any text-book that he teaches. Biography, anecdote, debate, will brighten what would otherwise be a dry subject. History should

not be a mere appeal to the memory. It has been, too much, in the past, an opportunity for the teaching of dates. Some dates should be taught, such as, the Discovery of America, the Settling of Virginia, the Adoption of the Declaration of Independence, Washington's Term as President, and a dozen other dates connected with like events.

The teachings of history are ethical, and we must never lose sight of this fact.

GERMAN.

First Year—(Fourth Grade).

Text Book—Rippe's Child's First Book.

The chief object to be kept in view is correct pronunciation, because of its paramount importance in all that is to follow.

German script should be taught and used from the first day and onward.

Copying in German script, from the German text, the object being to get the child to contrast the script with the print, and thus impress both more firmly upon his mind. The underlying principle of this work is the *doing*. Let but a short sentence or two be copied each day.

The teacher shall lead in the reading in every instance, that the child's ear may be trained to correct pronunciation. Since language is learned by hearing, the child must not be expected to read correctly before his ear has become accustomed to the correct pronunciation of the teacher. By hearing the teacher first, the child acquires unconsciously the correct pronunciation. There may be five recitations of twenty minutes each, per week.

Second Year—(Fifth Grade).

Text Books—First German Reader, Eclectic Series. Otto's German Dialogues.

In the use of the Reader, translations both oral and written are to be practiced. The teacher will bear in mind that he must lead in the oral translations, that the pupil may get the correct pronunciation, intonation, and catch the inspiration with which the teacher reads.

The written translation shall keep chiefly in view idiomatic rendering. In the selection of stories, the teacher will choose those stories which possess an ethical value; in other words, let reading matter be selected for literary merit.

In the use of the *Dialogues*, it must be kept in view that the object is to acquaint the pupil with conversational language. Pupils should copy and re-copy the same sentences from the Dialogues (a few at a time), for oral and written translation.

Reader 5th Grade—Memorizing selected poems from the reader, and from other sources, as the teacher may think best.

There shall be five recitations a week, of twenty minutes each, three for the Reader, and two for the Dialogues.

Third Year—(Sixth Grade).

Text-Books—Kurze Erzaehlungen, Otto's German Dialogues.

The purpose of the Reader is to furnish opportunity for reading and translation at sight; also written translations of the German into English.

The Dialogues shall be used as a basis for teaching the simple forms of grammar. The teaching of grammar in this grade shall include only the simple forms of declensions, and the conjugations of the regular verbs.

Three lessons of reading, and two for grammar.

Fourth Year—(Seventh Grade).

Text-Books—Van Doell's German Reader, Otto's German Dialogues, Otto's German Grammar.

The Reader shall be used in same manner as in the preceding grade. There shall be two reading lessons a week.

The Dialogues and Grammar shall be used supplementary to each other for the purpose of teaching grammar.

PHYSIOLOGY AND HYGIENE.

From the First Grade to the Fifth, "Physiology for Little Folks," to be the basis of instruction.

"How to Keep Well," to be the basis of instruction from the Fifth Grade to the Seventh.

"Our Bodies and How We Live," to be used in the Seventh Grade.

"The instruction should be mainly along *positive*, rather than negative lines. Temperance and self-control are better taught by impressing the thought that they are necessary in order to reach the ideal, which is the strong, healthy body, without which the grand possibilities of life cannot be realized, than by dwelling upon things to be avoided.

"Habits of neatness and cleanliness of the body, its clothing and surroundings, and an appreciation of the beauty of gentle words, kind hearts, and willing hands, will be greatly strengthened by appropriate poems and stories."

PHYSICAL CULTURE.

Teachers should devote at least ten minutes daily to Physical Culture, the principal objects of the drill being to develop symmetrically all parts of the body, to maintain the health of the pupil, and to cultivate ease and grace of movement.

Teachers are to be supplied with Nissen's A B C of Swedish Educational Gymnastics, which is to be used as a manual for this work.

The grade meetings will devote a portion of the time at the first grade meeting to a discussion of this work.

PENMANSHIP.

The course in Penmanship for all grades below the Seventh will be as prescribed by the Director of Drawing and Writing.

It is important that the written work be done in the tablets and exercise books should be of the same excellence as that required during the regular writing period.

Legibility should be sought as the first object, speed should follow later.

Permit no pens or penholders to be used save those prescribed by the Board of Trustees.

DRAWING.

The work in Drawing in the grades will be carried on as directed by the Supervisor of Drawing and Writing. Directions will be given for the proper conduct of the Drawing.

CIVICS.

Giffin's "Civics for Young Americans," to be taught in the High Division of the Fifth Grade.

VOCAL MUSIC.

The Model Music Readers. Music to be taught as directed.

HIGH SCHOOL.

FIRST YEAR.

First and Second Terms.

CLASSICAL.	MODERN LANGUAGE.	COMMERCIAL.
English 5	English 5	English 5
Algebra 5	Algebra 5	Algebra 5
Civics 3	Civics 3	Civics 3
Latin 5	German 5	German 5
German, op., 5	or Spanish 5	or Spanish 5
Spanish, op., 5		Commercial
		Arithmetic 5

SECOND YEAR.

First Term.

English 5	English 5	English 5
General History 5	General History 4	General History 4
Algebra 5	Algebra 5	Algebra 5
Latin 5	German 4	German 4
German, op., 4	or Spanish 4	or Spanish 4
Spanish, op., 4	Physical Geography 3	Stenography and
Physical Geography 3		Typewriting 5
Greek, op., 4		

Second Term.

English 5	English 5	English 5
General History 4	General History 4	General History 4
Geometry 5	Geometry 5	Spanish 4
Latin 5	German 4	or German 4
Botany 4	or Spanish 4	Stenography and
Spanish, op., 4	Botany 4	Typewriting 5
German, op., 4		
Greek, op., 4		

THIRD YEAR.**First Term.**

English 4	English 4	English 4
General History 4	General History 4	General History 4
Geometry 4	Geometry 4	Bookkeeping 5
Latin 5	Geometry 4	Spanish 4
German, op., 4	German 4	or German 4
Spanish, op., 4	or Spanish 4	Business Law 2
Physics 4	Physics 4	Stenography and
Greek, op., 4		Typewriting 5

Second Term—Same.**FOURTH YEAR.****First Term.**

CLASSICAL.	MODERN LANGUAGE.
English 4	English 4
United States History 4	United States History 4
Latin 5	German 4
Chemistry 4	or Spanish 4
Arithmetic 3	Chemistry 4
Psychology, op., 4	Psychology, op., 4
German, op., 4	Public Speaking 1
Spanish, op., 4	
Greek, op., 4	
Public Speaking 1	

Second Term.

English 4	English 4
Political Economy 4	Political Economy 4
Latin 5	German 4
German, op., 4	or Spanish 4
Spanish, op., 4	Chemistry 4
Greek, op., 4	Physiology 4
Chemistry 4	Pedagogy, op., 4
Physiology 4	Pedagogy, op., 4
Public Speaking 1	Public Speaking 1

Explanation—The numbers, 3, 4, and 5, above, mean the number of recitations per week. Optional is designated above by op.

ENGLISH.

First Year.

First Term—Whitney-Lockwood English Grammar, Tennyson's Enoch Arden, The Cotter's Saturday Night, The Man Without a Country. Essays every other week, based on the literature read. Limit the length of essay.

Second Term—Irving's Sketch Book, Whitney-Lockwood English Grammar, Shakspeare's As You Like It. (Hero as Poet.) Essays every other week based on the literature read. Limit.

Second Year.

First Term—Hill's Foundations of Rhetoric, Shakspeare's Julius Cæsar, Bryant's Thanatopsis and Other Poems. The Deserted Village. Essays once a month based on the literature. Limit.

Second Term—Carlyle's Choice of Books, The Rhyme of the Ancient Mariner, Emerson's Behavior. Essays once a month based on the literature. Limit.

Third Year.

First Term—The Vision of Sir Launfal, Edgar Allen Poe's Poems, The Merchant of Venice. One essay per month based on the literature. Limit.

Second Term—Emerson's Essay on Culture, Tennyson's The Princess, Lowell's Under the Old Elm and Other Poems. Holmes' Autocrat (furnished by the Board). One essay per month based on the literature. Limit.

Fourth Year.

First Term—King Lear, Emerson's Self-Reliance, Carlyle's Hero as a Prophet. One essay per month based on the literature. Limit.

Second Term—Milton's Lycidas, Sir Roger de Coverly papers (furnished by the Board), Selections from Wordsworth. One essay per month based on the literature. Limit.

LATIN.

First Year.

First Term—Collar and Daniel's First Latin Book, Guerber's Myths of Greece and Rome, careful attention to form work and pronunciation.

Second Term—Complete First Latin Book and take *Viri Romæ*.

Second Year.

First Term—Cæsar's Gallic War, two books, Moulton and Collar's Latin Composition, Harkness' Latin Grammar, Froude's *Cæsar*, Abbot's *Cæsar*, Guerber's Myths.

Second Term—Cæsar, two books, Nepos for sight reading, Collar's Latin Composition, Harkness' Latin Grammar.

Third Year.

First Term—Cicero, three orations, Collar's Latin Prose, Trollope's *Cicero*, Nepos, Harkness' Latin Grammar.

Second Term—Virgil, Harper and Miller's, three books, sight reading, Ovid, Mythology and readings bearing on the *Aeneid*, Harkness' Latin Grammar, Prose Composition.

Fourth Year.

First Term—Cicero, three orations, one Latin essay, Prose Composition based on text, Harkness' Latin Grammar.

Second Term—Virgil, three books, sight reading Ovid's *Metamorphoses*, one Latin essay, Harkness' Latin Grammar, assigned work in Wilkins' *Roman Antiquities*.

GREEK.

Low Second—White's First Greek Book to page 80.

High Second—White's First Greek Book to page 180.

Low Third—Xenophon's *Anabasis*, complete book one. Goodwin's Greek Grammar, Prose Composition.

High Third—*Anabasis*, two books, Goodwin's Greek Grammar, Prose Composition.

Low Fourth—*Anabasis*, one book, Homer's *Iliad*, one book, Prose Composition.

High Fourth—Homer, two books, Grammar and Composition, sight reading.

GERMAN.

Low First—Otto's Elementary German Grammar, from lesson 34 to lesson 51. Guerber's Maerchen and Erzaehlungen, part first.

High First—Grammar, from lesson 51 to end, and review. Hauff's Maerchen.

Low Second—Collar's English into German, to lesson 17, page 26. Hauff's Maerchen.

High Second—Collar's English into German, from lesson 17 to end, and review. Keller's Mustersammlung deutscher Gedichte; selections.

Low Third—Harris's German Composition, to part III. Vilmar's Nibelungen in Prose.

High Third—Harris's German Composition, to end. Richter's Walther and Hildegunde.

Low Fourth—Corwin's German and English Exercises. Schiller's Maid of Orleans.

High Fourth—Corwin's Exercises completed. Letter-writing. Schiller's Maid of Orleans completed.

SPANISH.

Low First—De Torno's Combined Spanish Method, Worman's First Spanish Book.

High First—De Torno's Combined Spanish Method, Ramsey's Elementary Spanish Reader.

Low Second—De Torno's Combined Spanish Method, Ramsey's Elementary Spanish Reader.

High Second—De Torno's Combined Spanish Method, Matzke's Spanish Readings.

Low Third—De Torno's Combined Spanish Method, Matzke's Spanish Reader, selections from classical authors.

High Third—Selections from classical authors, conversation, composition.

The course of study for the High School in the languages is given here in full. The amount of work to be done in the other departments will be found in the table on one of the preceding pages. There must be no deviation from the established course of study unless authorized.

TEXT-BOOKS USED IN THE HIGH SCHOOL.

First Year.

Whitney-Lockwood's English Grammar.
Dole's American Citizen.
Collar and Daniel's First Latin Book.
Tennyson's Enoch Arden, No. 10, Modern Classics.
Otto's Elementary German Grammar.
Guerber's Maerchen.
Sovereign Wreath Song Book.
De Tornos Combined Spanish Method.
Worman's First Spanish Book.
Milne's High School Algebra.
Burns' Cotter's Saturday Night, No. 9, English Classic Series.
The Man Without a Country, Little, Brown & Co.
Ramsey's Elementary Spanish Reader.
Churchill and Sanford's Viri Romæ.
As You Like It, No. 93, Riverside Literature Series.
Barnes' Manual of Shorthand.
Irving's Sketch Book, Seaside Edition.

Second Year.

Harper and Tolman's Cæsar.
Harkness' Standard Latin Grammar.
De Tornos Combined Spanish Method.
Ramsey's Elementary Spanish Reader.
Matzke's Spanish Reader.
Bergen's Elements of Botany.
Sovereign Wreath Song Book.
Milne's High School Algebra.
Hill's Foundations of Rhetoric.
Moulton and Collar's Latin Composition.
Collar's English into German.

Bryant's *Thanatopsis*, No. 54, Riverside Literature Series.
 The *Deserted Village*, No. 6, English Classics.
 Hauff's *Maerchen*.
 White's *Beginner's Greek Book*.
 Kellogg's *Shakspeare's Julius Cæsar*.
 Barnes' *Manual of Shorthand*.
 Carlyle's *Choice of Books*, Thomas Y. Crowell & Co.
 The *Rhyme of the Ancient Mariner*, No. 80, Riverside Literature Series.
 Emerson's *Behavior*, Modern Classics No. 2.
 Maury's *Physical Geography*.
 Xenophon's *Anabasis*.
 Goodwin's *Greek Grammar*.
 Keller's *Mustersammlung Deutscher Gedichte*.

Third Year.

Harkness' *Cicero*.
 Harkness' *Latin Grammar*.
 Philips and Fisher's *Elementary Geometry*.
 Carhart and Chute's *Physics*.
 De Tornos Combined Spanish Method.
 The *Vision of Sir Launfal*, No. 34, Riverside Literature Series.
 Poe's Poems.
 The *Merchant of Venice*, Kellogg.
 Emerson's *Essay on Culture*, Modern Classics, No. 2.
 Modern Classics No. 2.
 Tennyson's *Princess*, No. 111, Riverside Literature Series.
 Lowell's *Under the Old Elm*, and other Poems, No. 15, Riverside Literature Series.
 Xenophon's *Anabasis*.
 Homer's *Iliad*.
 Williams and Rogers' *New Complete Bookkeeping*.
 Harris' *German Composition*.
 Vilmar's *Nibelungen in Prose*.
 Richter's *Walther und Hildegunde*.

Fourth Year.

Harkness' *Cicero*.
 Harper and Miller's *Virgil*.
 Harkness' *Standard Latin Grammar*.
 Baldwin's *Elementary Psychology*.

King Lear, Kellogg's edition.
Laughlin's Political Economy.
Colton's Experimental and Descriptive Physiology.
Thompson's Philosophy of School Management.
Selections from Wordsworth, No. 90, English Classic Series.
Emerson's Self-Reliance, Eclectic Classic Series.
Hero as a Prophet, No. 33, English Classic Series.
Lycidas, by Milton, No. 72, Riverside Literature Series.
Carlyle's Essay on Burns, No. 105, Riverside Literature Series.
Corwin's German and English Exercises.
Schiller's Maid of Orleans.

BY-LAWS OF THE BOARD OF TRUSTEES
OF THE
INDEPENDENT SCHOOL DISTRICT
OF THE
CITY OF HOUSTON.

OFFICERS.

Section 1. The regular officers of the Board shall be a President, a Vice President, a Secretary and a Treasurer, who shall be elected at the first regular meeting of the Board each year, or as soon thereafter as practicable.

MEETINGS.

Sec. 2. The regular meetings of the Board shall be held on the first Tuesday in each month. Special meetings may be called by the President, or at the written request of three members of the Board, at any time.

SCHOLASTIC YEAR.

Sec. 3. The scholastic year shall commence on the first day of July, and end on the 30th day of June of each year.

THE PRESIDENT.

Sec. 4. He shall preside at all meetings of the Board, enforce the rules, sign all contracts, countersign all warrants drawn on the School Fund, appoint all committees, and shall himself be ex-officio chairman of the committees on Finance, Teachers, Course of Study and Text-Books. The President shall make an annual report of the condition of the schools.

THE VICE PRESIDENT.

Sec. 5. In the absence of the President, the Vice President shall assume the chair and act in his stead and place in all things.

THE SECRETARY.

Sec. 6. It shall be the duty of the Secretary to attend all meetings of the Board and to keep the minutes and a correct record of all proceedings of the Board in a book provided for that purpose. He shall keep a correct record of all bills, accounts and pay rolls approved by the Board. He shall assist committees in preparing their reports, take charge of the same and dispose of them as the Board may direct; keep a correct account with each separate school building in the name of the principal thereof, as to amount and kind of supplies and fuel delivered. He shall attend to the delivery and distribution of all school supplies and fuel, and during holidays and vacations he shall have and exercise a general supervision and control over all school buildings, grounds, and other school property, and over the janitors, and perform such other duties as may be required by the Board.

He shall have his office in the High School building, and shall preserve and keep in order all books, papers, documents, records, and files of said Board, and shall have the custody of the seal of the Board, and attest with the same all of the official contracts of the Board. He shall be in his office from 3 to 5 p. m.

THE TREASURER.

Sec. 7. It shall be the duty of the Treasurer to place all funds coming into his possession for the use of the Public Schools, whether from the State, county, or city, to the credit of the Board of Trustees, and disburse the same as ordered by the Board, signed by the President, attested by the Secretary and approved by the finance committee of the Board. He shall also render monthly and annual statements of these funds to the Board. He shall give bond in double the estimated amount of receipts coming annually into his hands, to be determined by the Board; said bond shall be made payable to the President of the Board or his successor in office, and be approved by the Board of Trustees.

STANDING COMMITTEES.

Sec. 8. The President shall, unless otherwise provided by resolution, appoint the following standing committees at the first regular meeting of the Board, or as soon thereafter as practicable, to-wit:

1. Finance Committee.
2. Teachers, Course of Study, and Text-Books.
3. School Property, Purchase and Repairs.
4. Rules, Grievances and Complaints.

The duties of the standing committees shall be as follows:

(a) The Committee on Finance shall examine and pass upon all bills and claims against the Board, including the monthly pay-rolls.

(b) The Committee on Teachers, Course of Study, and Text-Books shall report on teachers, recommend the salaries of the same to the Board, and shall, in conjunction with the Superintendent, recommend the course of study for the schools. They shall also report to the Board, in writing, such changes in text-books as shall be recommended to them by the Superintendent.

(c) The Committee on School Property, Purchase and Repairs shall report to the Board the condition of the school buildings and grounds, the repairs necessary to be done, and the supplies needed in the way of furniture, fuel, stationery, apparatus, etc. This committee shall contract, under the direction of the Board, for repairs and purchases, and whenever the amount to be expended shall exceed five hundred dollars (\$500.00), such expenditures shall not be made without first advertising for competitive bids for such purchases or repairs. The committee shall also supervise the erection of all new school buildings, or additions to the same.

(d) Any changes in the rules for the government of the schools shall be presented to this Board by the Committee on Rules, Grievances and Complaints; and all complaints and grievances from pupils or teachers shall be addressed to the Committee on Rules, Grievances and Complaints, who shall thereupon investigate and report the same to the Board for action.

QUORUM.

Sec. 9. Four members shall constitute a quorum of the Board to transact business, and the President shall be entitled to vote on all questions.

REMOVAL.

Sec. 10. Persons appointed by the Board to any position may be removed by a majority vote of all the members.

ORDER OF BUSINESS.

Sec. 11. The order of business for meetings of the Board shall be as follows:

1. Roll Call.
2. Reading of the Minutes.
3. Report of the Superintendent.
4. Report of Standing Committees. ~~x~~
5. Report of Special Committees.
6. Communications—Bills.
7. Unfinished Business.
8. New Business. ~~x~~
9. Miscellaneous. ~~x~~
10. Adjournment.

AMENDMENTS.

Sec. 12. Amendments to these By-Laws must be referred to the Committee on Rules, Grievances and Complaints, and shall lie over at least one day before action is had thereon.

RULES FOR GOVERNMENT OF THE PUBLIC SCHOOLS.

GENERAL RULES.

1. The annual school session shall begin on the third Monday of September, each year, and shall be divided into two terms of eighteen weeks, and the session shall close with the close of the second term.

2. Vacations and holidays shall be as follows, to-wit: The summer vacation shall be from the close of the annual session to the beginning of the next session. The winter vacation shall be from December 24th to January 1st, inclusive of both. Holidays shall be Thanksgiving Day, February 22nd, and April 21st.

3. The daily session shall begin at 9 a. m., and close at 3 p. m., for all except the first and second grades; as to them, it shall close at 1:50.

4. There shall be a recess from 10:30 to 10:45 a. m., from 12 to 12:30, and in the primary and intermediate departments from 1:50 to 2:05 p. m.

5. (a) Each pupil shall be graded upon estimates of oral and written recitations, *but no pupil's standing in class shall be fixed by a written examination or test, unless the Superintendent shall so direct.*

(b) Each pupil shall be graded according to proficiency in each subject pursued by him, as follows:

Excellent, good, fair, poor, or very poor.

(c) The written work of pupils is to be prepared and filed under the direction of the Superintendent.

6. Regular promotion shall be made at the beginning of the scholastic year; but special promotions shall be made at the discretion of the Superintendent.

7. Application for admission to the school shall be made to the Principal of said school, who shall admit pupils in order of their applications. If there should not be room for any applicant in his proper grade in said school, the Principal shall report that fact to the Superintendent, who shall assign the applicant to some other school.

8. The text-books and course of study pursued shall be such only as are prescribed by the Board of Trustees.

9. Sectarian and partisan questions and religious exercises, except as provided for under Rule XI, Section 4, shall not be allowed in the schools.

10. Janitors for the school buildings shall be appointed by the Board, who shall fix their salaries, and they shall be subject to removal at the pleasure of the Board.

11. The Board of Trustees shall visit the different schools, during school hours, at least once during each term. The President shall assign members to visit such schools as he may designate.

12. At the close of the scholastic year all principals and teachers desiring re-employment shall file a written application therefor with the Secretary of the Board.

13. While the Board does not seek in any way to influence or control the political opinions or affiliations of the principals and teachers, yet the active participation in politics on the part of principals and teachers, or the discussion of political questions in such a manner as to be offensive to the patrons of the schools will be regarded as a breach of discipline, and will subject the person violating this rule to summary dismissal.

SUPERINTENDENT.

1. The Superintendent is the executive of the Board, and shall act under its advice and direction.

2. The Superintendent shall assign to the Principal of the High School his classes; and the Superintendent, together with the Principal of the High School, shall assign to other teachers of the High School the classes they shall instruct. The Superintendent shall assign all other Principals and teachers the grades they are to teach.

3. He shall do all in his power to keep himself informed of improvements in school organization and teaching in other cities, that he may keep his teachers and schools in the front rank of progress.

4. He shall train his teachers to the best methods of teaching and government, giving special assistance to those having charge of the primary grades, directing, aiding, and encouraging them in every way practicable.

5. He shall be at his office on school days, during the hours prescribed by the Board, to attend to business pertaining to his department, to the end that consultation with teachers, parents and citizens may be convenient.

6. He shall make a monthly report to the Board of the absence or tardiness of any of the teachers, either from their school duties or from attendance upon the Teachers' Institute.

7. He shall make such reports as, in his discretion, or the discretion of the Board, may be deemed advisable.

8. All grievances and complaints of parents and guardians will be reported to the Superintendent in writing.

9. He shall have the power to suspend or expel any pupil for persistent violation of school regulations, or whenever the example of such scholar is injurious to the school. In such case he shall notify the parent or guardian, and also the Board, to whom an appeal may be made, and such pupil shall not be readmitted except by act of the Board.

10. All directions to scholars or teachers from the Board shall be communicated through the Superintendent, and all communications from Principals and teachers to the Board shall be submitted to the Board through the Superintendent.

THE BOARD OF EXAMINERS.

The Board of Examiners shall consist of the Superintendent and two Principals, or teachers, whom he may name.

PRINCIPALS.

1. The Principals shall teach the most advanced class or grade in their respective schools. They shall visit the rooms of their assistants as often as convenient, and observe the discipline and methods of instruction. They shall confer with them in relation to any serious violation of the rules and regulations by pupils, and give such advice as may seem necessary. They shall also examine classes and satisfy themselves of the progress of the pupils, and shall call the attention of the Superintendent to any deficiency on the part of teachers or scholars.

2. The teachers shall look to their Principals for advice and direction in an emergency. All complaints, on their part, against other teachers, or the Principal, shall be in writing, and made directly to the Superintendent and Board.

3. The Principals of the schools are required to be at their respective schools thirty minutes before the time fixed for the opening of each session, see that during the cold seasons the fires are made at the proper time and in the proper manner, and that one room be open for the reception of pupils who come before the regular school hours, *maintain good order upon the school premises and in the neighborhood thereof, and the strictest cleanliness in the school buildings and outhouses belonging thereto; account for all injured, broken or lost articles belonging to the school; co-operate in every way with the Superintendent in the enforcement of the rules and regulations for the government of the schools, and in advising teachers as to the best methods of discipline and instruction; and in the discharge of their duties they shall be entitled to the respect and deference of all their assistants.*

4. The Principals of the schools shall see that the teachers within their respective districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, that they may carry out the same in every particular.

5. The Principals of the schools shall transmit to the Superintendent, on the last day of each month, a record of the attendance of teachers and supernumeraries at the schools and Institute, and the excuses for absence, if any; also the service performed by janitors of their respective schools; also personally inspect and

report upon the condition of premises and such repairs are needed; and they shall not be entitled to receive their salaries until such reports are satisfactorily rendered.

6. Principals shall have the power to suspend pupils for cause until the Superintendent can be notified; and the cause of the suspension shall be transmitted within twenty-four hours to the Superintendent, who shall take action thereon as he may deem proper. He may let the suspension of the pupil continue for a time till the case can be investigated, or suspend the pupil for a further period, or for an indefinite time, or expel him for the year, or reinstate him, or take other suitable action in the case. When a pupil has been enrolled in the schools, neither Principal nor teacher shall have the power to disconnect such pupil temporarily or permanently, save by the process of suspension.

7. Principals of the different schools shall enforce the regulations established to secure uniform good order and neatness on the part of the pupils in passing through the halls and stairways at the opening and closing of schools, and at recess, and to ensure the good condition, neatness and cleanliness of the yards, basements and outbuildings. The other teachers shall co-operate with their Principals, and render such assistance in securing good order and neatness in the halls and about the premises as may be required by the Principals.

9. The Principals shall assign the teachers of the first and second grades, from 2:05 to 3 p. m., to such duties as may be deemed necessary, and unless a teacher is so assigned, she shall remain in the building and prepare the work for the next day.

10. Contracts with Principals shall be made in writing and signed by the President of the Board, and attested by the Secretary, and shall be the sole evidence of employment of such Principal.

TEACHERS.

1. In the Houston Public Schools there shall be four classes of certificates for teachers, viz.:

Supernumerary Teachers' Certificates, Primary Teachers' Certificates, Intermediate Teachers' Certificates, High School Teachers' Certificates.

1. Each applicant for a Supernumerary Teachers' Certificate shall be examined in the subjects of Spelling, Penmanship, Arith-

metic, English Grammar and Composition, Geography, Texas History, and Elementary Physiology and Hygiene, and the certificate shall be valid for two years from the date of issuance.

II. Primary Teachers' Certificates shall be of two kinds—temporary and permanent.

Each applicant for Primary Teachers' Certificate shall be examined in all of the subjects prescribed for a Supernumerary Teachers' Certificate, also in the United States History, Civics, Physical Geography, and the Theory and Practice of Teaching.

III. Intermediate Teachers' Certificates shall be of two kinds—temporary and permanent.

Each applicant for an Intermediate Teachers' Temporary Certificate shall be examined in all the subjects prescribed for a Primary Teachers' Temporary Certificate, also in Algebra and Geometry.

IV. High School Teachers' Certificates shall be of two kinds—temporary and permanent.

Each applicant for a High School Teachers' Temporary Certificate shall be examined in all the subjects prescribed for an Intermediate Teachers' Temporary Certificate, also in Physics, Moral Science and the subjects embraced in any one of the following groups:

- (a) Mathematics, including solid Geometry, Trigonometry.
- (b) English and History, including Rhetoric, English Literature, American Literature, General History.
- (c) Natural Science, including Chemistry, Botany, Zoology, Geology, Astronomy.

V. (a) Each applicant for a Permanent Certificate of any class shall be examined in the subjects prescribed for a Temporary Certificate of the same class.

(b) For the Permanent Primary Certificate the additional subjects shall be History of Education, Elementary Psychology Applied to Teaching, English and American Literature.

(c) The additional subjects for the Intermediate and the High School Certificates shall be such of the following as are not included in the subjects prescribed for Temporary Certificates: School Management, Physics, English and American Literature, General History, History of Education, Psychology, Moral Science, Botany.

VI. Each applicant shall be examined, not only upon the subject matter, but also upon the methods of teaching the branches of study taught in that department of the city schools in which he desires a certificate to teach.

(a) Teachers being examined for Permanent Certificate must make an average grade of not less than 75 per cent, with a grade of not less than 50 per cent on any subject, and must have taught three years in the Houston schools.

VII. No applicant shall be granted a certificate unless the general average of his examination is 70 per cent, or higher, and unless he receives a grade of 50 per cent, or more, on each subject.

VIII. No person shall receive a Permanent Certificate without first having taught three years continuously in the city schools.

IX. A Temporary Certificate shall be valid for the period of four years from the date of issuance. A Permanent Certificate shall be valid during the good behavior and continuous employment of the holder in the city schools.

X. A Supernumerary Teachers' Certificate shall authorize the employment of the holder as a supernumerary; a Primary Teachers' Certificate shall authorize the employment of the holder as a teacher in the primary grades; and the Intermediate Teachers' Certificate shall authorize the employment of the holder as a teacher in the primary or intermediate grades; a High School Teacher's Certificate shall authorize the employment of the holder as a teacher in the High School.

XI. The Board of Examiners at any meeting, by an unanimous vote of the members present, may waive the examination of any applicant for a teacher's position, provided said applicant holds a certificate valid under the laws of the State of Texas.

2. The Board shall, at its first regular meeting in June, or as soon thereafter as practicable, elect the teachers and fix their salaries for the current year, and no teacher shall be elected by less than four affirmative votes; provided, that such election shall not be binding upon either the Board or the teacher until a contract in writing has been regularly entered into by the Board and the teacher.

3. The salaries of teachers shall, in every case, be fixed by the Board, and the same shall not be changed or altered during the scholastic year, except when a teacher is entitled to an increase of

pay according to scale of salaries. Contracts with teachers shall be made in writing and signed by the President of the Board and attested by the Secretary, and such contract shall be the sole evidence of the employment of teachers.

4. All teachers shall be at their schools at least twenty minutes before nine; shall have the pupils in their seats at five minutes before nine, and promptly call the roll, read, *without comment*, a short passage of Scripture, and teachers and pupils shall then recite the Lord's prayer in concert. It is intended that this opening shall occupy but five minutes, so that the ordinary exercises may commence at nine.

5. Each teacher shall keep a register, in which shall be recorded the name, age, birthplace, residence and date of admission of each pupil for the term entered in the public schools; also the name of the parent or guardian.

6. He shall, within two weeks after the commencement of each term, furnish the Superintendent with a programme of the daily exercises in his room, keeping a copy of the same on the blackboard, or posted in a conspicuous place in the schoolroom. This programme shall show both the recitation periods and the study periods of each class.

7. Each teacher shall keep a record of the attendance, scholarship and deportment of pupils under his instruction, as required by the Board, a report of which shall be sent to the parent or guardian, and by him signed and returned to the teacher.

8. Teachers shall exercise a vigilant care over their pupils on the playgrounds, and, as far as possible, on their going to and from school. When the weather is inclement, pupils may remain in their room under the supervision of their respective teachers, but shall not be permitted to engage in rough or boisterous play. It shall be the duty of teachers to go upon the playgrounds at the recesses and mingle with the pupils to prevent disorder and improve the conduct of the children upon the playgrounds.

9. Any teacher who shall be unable to attend to school duties shall forfeit his salary for the day he is absent, unless his absence is excused by the School Board. In all cases of absence of more than two days' duration, due to illness, a physician's certificate shall accompany the excuse.

10. Teachers shall be kind and courteous to their pupils, re-

quiring of them in return politeness and prompt obedience. They shall aim at such discipline as would be used by a wise and kind parent, avoiding severe punishment in all cases where milder means can be effectual. It is strictly enjoined upon teachers to avoid all appearance of anger and indiscreet haste in discipline, and in all the more difficult cases to apply to parents for their co-operation, and to the Principal or Superintendent for advice and direction. They shall give proper consideration to any inquiries that may arise in recitation without permitting the pupil to be subjected to ridicule. *In no case shall a pupil be punished or corrected in a manner calculated to humiliate him before the school.*

11. It shall be the duty of all teachers to read from time to time to their respective grades so much of the regulations of the Board as will give their pupils a just understanding of the rules and regulations by which they are governed.

12. No teacher shall resign without giving fifteen days' written notice to the Superintendent, in default of which all compensation for that length of time shall be forfeited. The marriage of any lady teacher during the scholastic year shall be considered a resignation and cancellation of her contract without further notice.

13. During school hours teachers shall not indulge in those things which are forbidden pupils, as the reading of newspapers, the use of tobacco and negligence of personal appearance.

14. Teachers shall send no pupil, during school hours, upon errands not pertaining to the business affairs of the school.

15. The teachers may, for the purpose of observing the modes of discipline and instruction, take one day in each term to visit, under the direction of the Superintendent, any of the Public Schools; but such visiting days shall not be taken until provision, satisfactory to the Superintendent, has been made for the proper care of the pupils immediately under their charge.

16. It shall be their duty to practice such discipline in their schools as would be exercised by a kind and judicious parent in his family, always firm and vigilant, yet prudent. They shall endeavor, on all proper occasions, to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, neatness, sobriety, industry and frugality.

17. Special teachers shall visit regularly and impartially the several grades which they are to instruct, and shall act at all times

under the direction of the Superintendent. They shall have the same control and authority over the pupils as the regular teachers have. This shall not be construed to mean that the regular teacher is to be relieved from the duty of exercising control and authority over the pupils not receiving instruction from the special teacher.

18. Teachers of the first and second grades shall report for duty to their Principals at 2 p. m., and teach until 3 p. m. such classes as the Principal shall assign to them, and are not to leave the school building until the schools are dismissed.

19. Special teachers of German who do not teach in the room of the regular teacher shall have the assistance of the regular teacher, who shall see to it that each pupil reports daily to the German teacher for recitation.

20. Pupils are not to be excused from German recitation unless the cause be such as to excuse the pupil from school for the day. In such case the regular teacher shall take immediate action after notifying, in each case, the special teacher.

DUTIES OF THE DIRECTOR OF GERMAN.

1. He shall visit all schools where German is taught, at least once a month.

2. He shall see that the course of study is properly followed in all the grades.

3. He shall report to the Superintendent once a month, or as often as may be necessary, the condition and the progress of the German.

4. He shall preside over and conduct a regular monthly meeting of the teachers of German.

5. He shall keep himself informed as to the best methods of teaching German and instruct the teachers in such methods.

6. He shall teach the German in one school as his regular, daily work.

TEACHERS' INSTITUTES.

1. These Institutes shall be under the management of the Superintendent, and shall be subject to such rules as the Board may prescribe, meeting during the school year on such days and at such hours as may be designated by the Superintendent, the first regular annual meeting being on Saturday preceding the opening of the schools.

2. All teachers of the Public Schools of this city shall be required to attend the Institutes regularly and punctually, and to prepare and discuss such exercises as shall be prescribed. For each absence from Institute the delinquent shall be reported by the Superintendent to the Board.

3. Teachers shall attend all meetings of their respective grades. These meetings shall be held as often as deemed necessary by the Superintendent.

4. Pupils of the senior normal class in the High School shall attend the Institutes as often as required by the Superintendent.

5. The exercises shall be conducted with special reference to the practical work of teaching, and the teachers are required to prepare themselves thoroughly, and with a view of their daily duties.

6. It shall be the duty of the Supervisor of Drawing and Writing, in addition to his other duties, to prescribe, subject to the approval of the Superintendent, a course of study in both writing and drawing, to be taken by the teachers of the grades in which these subjects are required to be taught, and, with the approval of the Superintendent, to organize such Institutes and hold such meetings of the teachers as will enable them, without conflicting with their usual school duties, to take the course of study prescribed. As teachers complete the course of study they shall be granted certificates that exempt them from the regular work prescribed by the Supervisor of Writing and Drawing, but shall not exempt them from special meetings which may be called by him, with the approval of the Superintendent, for the consideration of any matter connected with writing and drawing.

It shall be the duty of teachers to attend the regular Institutes and the special meetings held by the Supervisor of Drawing and Writing for the instruction of teachers and the consideration of the work of the departments of writing and drawing.

DISCIPLINE.

1. All teachers are required to maintain strict order and discipline in their schools and classrooms at all times. Any neglect of this requirement will be considered good cause for dismissal.

In maintaining order teachers are hereby authorized to employ any proper means which may be necessary to secure compliance with all reasonable commands to pupils; and in the use of this

power they will receive the full countenance and support of the Board. But corporal punishment shall not be used in the schools.

All teachers will be held to a strict accountability as to the manner in which they shall use the authority herein delegated.

2. Teachers will require excuses from parents or guardians of pupils, either in person or by written note; and in all cases of absence or tardiness (or dismissal before the close of school), they are authorized to send immediately for such excuses, or to delay until the next day, at their discretion; and the Principals of the schools may, at their discretion, determine the propriety of such requests and excuses; but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such as to be detrimental to health.

3. Teachers shall not award medals or prizes to pupils under their charge unless specially authorized by the Board.

4. Supernumerary teachers shall be assigned from such persons only as hold certificates of competency from the Board of Examiners.

5. Teachers shall not allow any agent or person to exhibit in the schools any books or articles of apparatus, unless by the consent of the Superintendent; nor shall any contribution for any purpose whatever be taken up in any school, except the free-will offering of pupils on Library Day. The Superintendent shall be strictly charged with the enforcement of this rule.

6. Any teacher may be discharged from service in the schools, and the contract of employment made with such teacher canceled at any time, by the direction of the Board of Trustees, for such reasons as they may deem sufficient, after fifteen days' notice has been given such teacher; and any teacher who has been guilty of any willful disregard of the rules prescribed for the schools, or for any dishonorable conduct, or whose character is found to be such that his or her presence in the schools will be detrimental to the interests thereof, may be discharged at any time by order of the Board, without any notice whatever being first given, or may be temporarily suspended for such time as the Board may direct for investigation. But no teacher shall be discharged by less than four affirmative votes.

7. Citizens, and especially the parents and guardians of the pupils, are always welcome visitors to the schools; but the usual

exercises shall not be deviated from except by direction of the Superintendent.

PUPILS.

1. Every pupil is required to attend school punctually and regularly; to be diligent in study, and kind and obliging to schoolmates; to refrain entirely from the use of profane or improper language, and to be neat and cleanly in person and attire.

2. Pupils absent more than three days, or tardy more than three times, or absent and tardy more than three times (counting each day's absence a separate time), in four consecutive weeks, without good excuse, may be suspended until next session. Before necessity for taking such action, however; the Principal shall communicate with the parent or guardian of the pupil, and, if necessary, invite such parent or guardian to a personal interview. The only excuse considered good shall be sickness or some urgent cause. A pupil, when absent or tardy, must bring a written excuse from parent or guardian. No pupil shall be permitted to leave school during school hours, saving in case of illness, without a justifiable excuse in writing from his parent or guardian.

3. No pupil shall be permitted to continue in the school unless he is furnished with books and other conveniences for the prosecution of his studies, prescribed by the Board, *but before any pupil is dismissed from school on account of not having books and other conveniences, the matter shall be referred to the Board for action.*

4. Each pupil shall be assigned a seat, and it shall be his duty to keep it, together with his books and everything pertaining to his desk, in perfect order. He shall permit no litter on the floor near his desk.

5. All pupils shall go directly to and from school, and shall abstain from all playing or quarreling by the way.

6. No pupil shall be advanced to a higher grade without having completed in a satisfactory manner all the studies of the grade from which he is to be transferred. Any pupil who, from indolence or irregularity, falls behind his class, may be demoted to the next lower grade. *But before demoting such pupil his parent or guardian shall be given a written notice ten days prior to such contemplated action.*

7. No pupil known to be affected by any contagious disease,

or coming from a house where such disease exists, shall be received or continued in the public schools, and every pupil must present satisfactory evidence of having been vaccinated.

8. During the regular exercises of school, pupils shall refrain, entirely from communicating with each other by signs, writing or speaking, without special permission.

9. Pupils may render themselves liable to suspension by disobedience, quarreling, truancy, profane or unchaste language, continued idleness, or by persistent violation of any of the rules of the schools or Board, *but before such suspension is executed parent or guardian shall be notified of the grounds of such contemplated action. In every case of suspension, the Principal shall notify the parent at the same time that the record is sent to the Superintendent.*

10. Whenever a pupil is absent from school for three consecutive days he shall be dropped from the beginning of his absence.

11. Pupils are strictly forbidden to use tobacco in any manner, shape or form, either while in school or at recess.

12. Pupils of the Fourth, Fifth, Sixth and Seventh grades, who desire to study the prescribed course in German, and of the First, Second, Third and Fourth years in the High School, who desire to study German, are required to take such course in German as corresponds with the grade or year of their other studies, and no pupil in any class shall recite in a higher or lower class than his own.

13. Proprietors or agents of public exhibitions desiring the attendance of pupils from the Public Schools are prohibited from causing said exhibitions to be published in the schools without the consent of the Board.

14. No notice of exhibitions or other entertainments, or tickets of admission to the same, no books or articles for sale, no announcement of any matter pertaining to the schools, shall be given in any school without the permission of the Board.

15. Pupils who are of non-scholastic age may be admitted to any department for which they are qualified, and in which there are vacant seats not needed by pupils of scholastic age, by paying the following fees for tuition, to be collected by the Principal, to-wit:

In Primary Grades, \$1.00 per month.

In Intermediate Grades, \$2.00 per month.

In the High School, \$3.00 per month.

Non-resident pupils may be admitted upon payment of \$2.00 monthly in the Primary Grades, \$4.00 in the Intermediate Grades, and \$5.00 in the High School: provided, however, that a resident pupil who becomes 19 years of age whilst in the High School shall not pay for tuition for the remainder of the session.

The fees collected for tuition shall be kept as a special fund to be used for the purchase of books and publications for pupils and teachers' libraries and appliances for the schools, to be expended under the direction of the Board.

16. Pupils shall not collect about the school buildings before a quarter after eight: and pupils who desire to remain in the school room at noon, on account of illness or inclemency of the weather, shall first get permission from the Principal, and shall be subject to such restrictions as he or the teacher may impose, and shall in all cases be held responsible for damages done to the room or its contents, and for any disorder or misplacement of books or furniture; and all pupils shall take their recess in the open air when the weather permits. Pupils are not to be kept in at recess as a means of punishment, or to make up delinquencies in recitations.

17. Pupils must leave the school premises and go directly home after school is over, unless otherwise permitted by the Principal, and must not bring to the school books or papers foreign to the purpose of study.

18. Any pupil who may be aggrieved or wronged by another pupil may report the fact to his teacher.

19. Pupils are forbidden to throw stones or other missiles of any kind upon the school grounds or in the streets in the immediate vicinity of the school grounds.

20. Pupils shall not mark, scratch, or break, in any way, the furniture, casings, walls, windows, fences, or any of the appurtenances of the school premises. Pupils committing such injuries, accidental or intentional, shall immediately procure the necessary repair or be assessed by the Principal a sum sufficient to cover the damage: and on refusal to comply with this rule may be suspended from school.

21. Transfer of pupils from one school to another shall be made by the Superintendent alone.

GRADUATION.

1. The programme for the graduation exercises of the High School shall be arranged by the Superintendent, together with the Principal and the entire faculty of the High School, at least six weeks before the close of the scholastic year, and before its adoption the programme shall be submitted to the Board for approval. If he deem it advisable, the Superintendent shall invite some one to deliver an address at commencement.

2. The requirements for graduation shall be such as the Committee on Teachers and the Superintendent shall determine, subject to the approval of the Board.

3. The Board, at its regular meeting in May, shall fix the time and place for holding the graduating exercises.

4. Six weeks before the time for graduation, or at such time thereafter as the Superintendent may designate, the Principal of the High School shall furnish to the Superintendent a list of the candidates for graduation, showing first those considered qualified for graduation, and second those not qualified. The report shall specify, as to the latter, the particular subjects of study in which they are considered deficient.

The Superintendent shall, if he deem it advisable, either hold or direct to be held, a written examination on said subjects within six days of the close of the term, to determine whether certificate of graduation shall be issued to such students. The Superintendent's report of these examinations shall be submitted to the Board for approval.

JANITORS.

1. Janitors shall devote themselves exclusively to the duties of their position, and shall have the sole management of the heating apparatus of the building, acting under the direction of the Principal. It shall be their duty:

2. To sweep thoroughly every schoolroom, corridor and stairway, at least once a day, the stairways and corridors oftener if necessary; and with a cloth or feather brush to *remove all dust every morning from the desks, tables, chairs, seats and wainscoting and stairways.*

3. To cut the grass in the yards and keep the same free from weeds, and the walks clean and in a good condition, trim the trees

inside and outside the premises, and generally keep the grounds in first-rate order.

4. It shall be the duty of janitors during the school session to devote Saturdays as well as the other working days of the week to the performance of their duties. On Saturday they shall be at the building from 8 a. m. to 12 m., unless necessary to remain longer, and shall do such washing, scouring, cleaning, and other work about the building and grounds as may be prescribed by the Principal.

5. To keep the closet seats and floors neat and clean, washing them as often as in the judgment of the Principal may be necessary.

6. To assist the Principal and teachers in maintaining proper order about the premises, and in carrying into effect the Special Rules.

7. It shall be the duty of each janitor to wind the clocks as often as necessary; to ring the bell at the proper times; to provide water for teachers and pupils at recess; to sharpen pencils for first grade; to make all minor repairs by direction of the Board; to remain on the play-ground with the boys during recess; to have the care of the school-house and grounds at all hours and times—during school hours and out of school hours, and during Christmas vacations; to clean out the furnace, flues, and stovepipes, and keep the furnaces and stoves in proper order; to take charge of the trees, flowers, and shrubbery; to keep the premises in good order, and to attend to everything that may tend to make the school-house and premises healthful, neat, attractive, comfortable, and agreeable.

8. He shall ring the bell as follows: At 8:30, 8:50, 10:30, 10:45 a. m., 12 m., 12:30, 1:50, 2:05 and 3 p. m., at every session.

9. He shall keep the windows and walls free from dirt and dust, washing the windows on Saturday when necessary. He shall sweep all floors daily, the sweeping not to interfere with the work of any teacher; dusting to be done the following morning; empty waste paper baskets daily, clean erasers and blackboards once a week and at each sweeping brush chalk dust carefully from the base of the blackboards into a pan, never upon the floor. Keep ink wells supplied, being careful to fill them not more than three-quarters full. *Examine daily all buildings and sidewalks and keep*

them in good condition and free from marks.

10. He shall abstain from the use of tobacco on the school premises; remain upon the premises during school hours, unless called away by proper authority.

11. He shall be respectful in his language and in his bearing at all times to the teachers and the Principal, and shall cheerfully comply when requested by the teachers or Principal to render any needed service in connection with the work. *He shall pay strict attention to his personal appearance.*

EXERCISE BOOK.

Exercise book, 144 pages, pen or pencil use.....\$.05

LEAD PENCIL.

Eagle School Drawing, extra soft, 2 for..... .05
E. Faber, English Drawing B, No. 560..... .05

DRAWING PENCIL.

6 B, No. 261, Johann Faber's Goldenrod..... .05

PEN HOLDER.

Eagle 1928, cork tipped..... .05

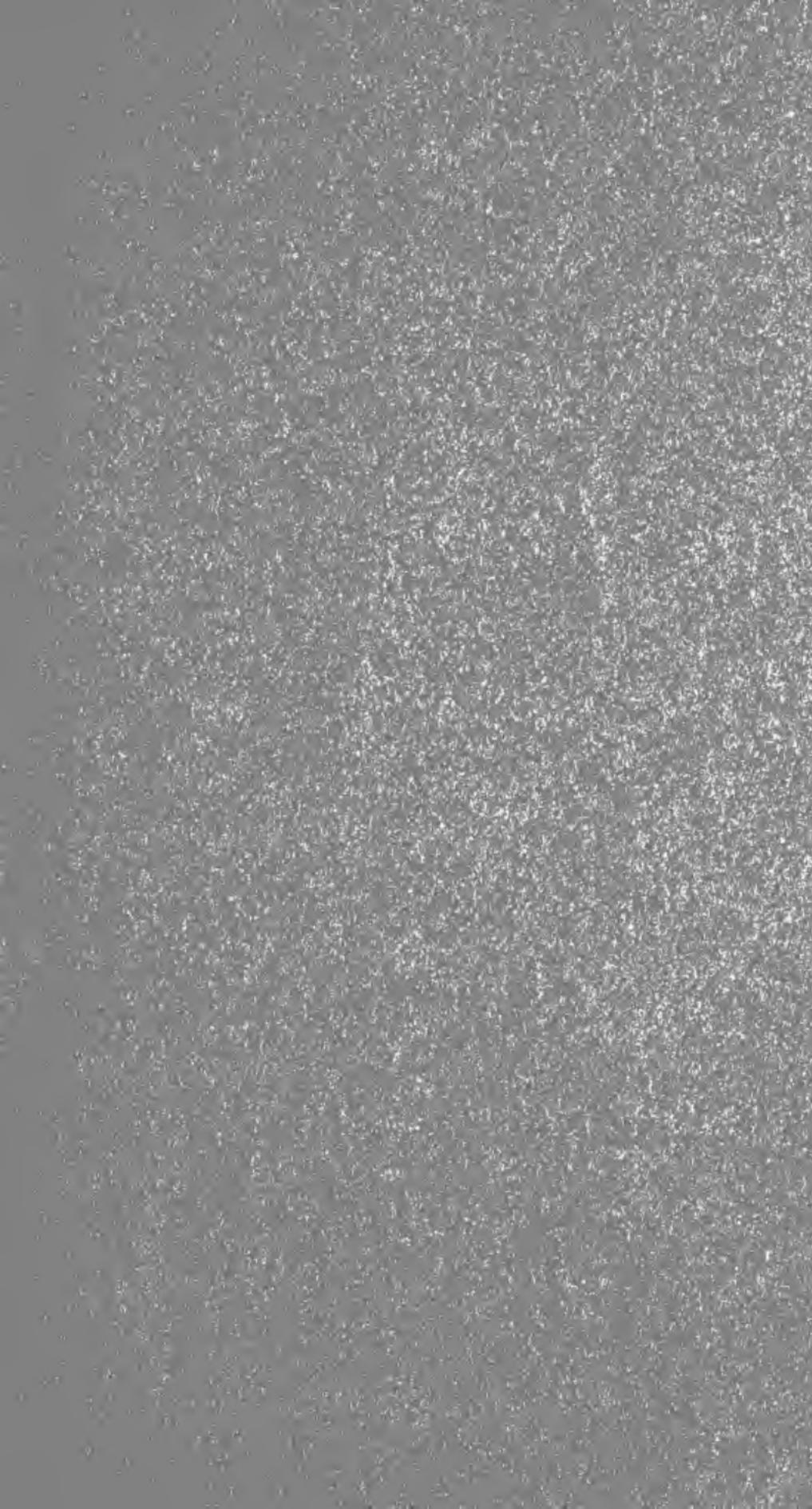
PENS.

Esterbrook, No. 570, per gross..... .60

WRITING BOOK.

Book No. 1, first three grades..... .05
Book (writing portfolio), No. 4, 4th, 5th, 6th grades..... .10

These supplies are adopted by the Board. Parents will furnish their children themselves. No money will be collected from the children.



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